

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: EVERGLADES PREPARATORY ACADEMY

District Name: Palm Beach

Principal: Edna Stephens

SAC Chair: Emila Fanjul

Superintendent: E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Edna Stephens	Administration and Supervision All levels; BA in Elementary Education; MA in Curriculum and Supervision		4	During the previous school year the principal served at Crossroads Academy as a reading teacher. The school grade at Crossroads increased, particularly in reading. The grade increased from a declining rating to an improving rating and the reading percentage of learning gains increased by more than 20% from 2010 - 2011 SY to 2011 2012

### INSTRUCTIONAL COACHES

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

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

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Offer incentives to travel to the Western Communities	Principal	Ongoing	
2	2. Additional stipend for tutoring	Principal	Ongoing	
3	3. Mentors are selected from Highly qualified teachers and assigned first year teachers to veteran teachers for support.	Principal	Ongoing	
4	4. Report vacancies to the certification specialist PBCSD in the efforts to recruit highly qualified teachers.	Principal	Ongoing	
5	1. The school uses the website Teachers.com to recruit. Also, staff members are encouraged to recommend other staff members to the school. The climate which has been established focuses on feeling like a part of a family and internalizing success. Staff members will meet regularly in and out of school to maintain the establishment of this culture. Teachers are afforded many opportunities for growth through professional development with the Palm Beach School District	Principal	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are two first year teachers who are currently teaching out of field: John Holman Jr & Keith Brown. Neither received an ineffective rating, they're just teaching out of field.	Strategies that are being implemented to support the staff in becoming highly effective consists of the following: 1. On site Professional Development Activities throughout the school year. 2. Partner with Crossroads Academy to take advantage of Professional Development Activities at their site.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
4	25.0%(1)	0.0%(0)	25.0%(1)	25.0%(1)	25.0%(1)	100.0%(4)	25.0%(1)	0.0%(0)	0.0%(0)

## Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Keith Brown	John Holman Jr.	Mentor teacher is a veteran teacher who has a wealth of knowledge and experience in the field of education. He holds a doctorate and is certified in Ed. Leadership	Model lessons, Collaborative planning, District approved ESP Program Educator Support Program, Mentoring Logs, Peer Observation

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Improving Academic Achievement of the Disadvantage is the impetus of the federal aid that schools receive. Use of the Title I funds will focus on the needs of the students while following the PBCSD, state, and federal guidelines, programming will concentrate on attaining proficiency, school safety, single school culture, improve academic achievement, parent involvement and participation, increased accountability, and improve academic and instructional strategies. The online Odyssey Ware credit recovery will be the impetus to get our students on grade level, content ready for the Florida Comprehensive Assessment Test (FCAT). Title I funds will be allocated to provide resources to support the goals and objectives of the School Improvement plan, while none have been identified at this time, these funds will also be used to support and provide services to homeless and neglected children.

Funds have been budgeted for staff development to include teacher training on the APEX Learning System and for classroom sets of books. Supplies to include notebooks, paper, ink, chart paper, binders, highlighters, and pencils will be purchased for student use. Part-time in system salary and benefits will be paid to tutors. Food and supplies for parent trainings will be purchased. All EPA students will have the opportunity to participate in after school and before school tutoring. Outcomes will be measure through computer base assessments, FCAT and EOC.

Title 1 funds will be used to host open House for Parent Night.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

N/A

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

Everglades Preparatory Academy is a designated School in need of improvement (SINI) and Supplemental Educational

Services (SES) is a federal Mandate. All (93% at EPA) students who receive free/reduce meals will be eligible to make application and they will be given that opportunity to apply. The tutoring program will be after school and in Saturday school. EP

A will work closely with the District Contacts(s) SES providers. Students and parents will be provided enrollment packets according to the timeline. EPA will select a provider for the tutorial program with the students academic needs as the priority. The Providers will be invited to attend the Open House, the Title I Parent Meeting and the School Advisory Council meeting to collaborate with Parents.

EPA has an in house on line Tutorial program (skills Tutor) which will also be use as a supplement to academic instruction. Skills Tutor provides scientifically-based content that is easily intergraded into the curriculum to help students with mastering essential skills. Skills Tutor will be used to refresh core academic skills. Over 1600 basic skills and thinking skills lessons focus on the fundamental of learning. There are quizzes and test that will quickly identify skill deficiencies and prescribe the lessons Skills Tutor is delivered online and will be used as an instructional tools as a one on one tutoring resource. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. Accountability reports can be printed in order to monitor progress.

#### TUTORING

EPA will provide before and after school tutoring for students along with additional help to meet the needs of students that are below proficient level on all major core subject areas.

Computer base instruction will be used to measure achievement.

#### Violence Prevention Programs

EPA is committed to the protections of the students from harm and danger and to ensure a safe school and safe surrounding for all students.

A focus will be on internet safety and danger and how to teach students and parents Internet safety, the risk of cyberbullying, sexual predators, identify thieves, and exposure to sexual materials.

EPA will provide full time security to monitor halls and off campus incidents.

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

#### Nutrition Programs

Everglades will participate in Breakfast program with Pahokee Middle/high School. All EPA students will receive breakfast free. All eligible students will be encourage to submit the required documents for free/reduce lunch.

Good nutrition habits will be a focus point for the students and parents at the School Advisory Meeting and Parent Title I Training. Information will be provided on nutrition, healthy eating, and physical activity. School will provide health snacks as incentives.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

EPA is seeking a GED/AED program to accommodate students that are severely credit deficient for graduation.

#### Career and Technical Education

EPA will collaborate with Palm Beach State College and area dual enrollment career programs, such as cosmetology, where once students finish the Career Path, They will graduate from the program with required certificates, which would allow them to move directly in the workforce with the requirements completed.

Students presently have the opportunities to engage in the following at EPA: Computer Applications, Web design, Computer Technology and Entrepreneurship.

#### Job Training

For the 2010-2011 school year EPA will seek out Job Training opportunitites for students. EPA will solicit surrounding worksite for visitation, field trips and job training opportunities.

#### Other

##### Tutoring Sessions

All EPA students will have the opportunity to participate in after school and before school tutoring. Outcomes will be measure through computer base assessments, FCAT and EOC.

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Identify the school-base RTI Leadership Team.

The school-based RTI Leadership Team Team is comprised of the following members: principal, assistant, ESE contact, ELL contact, classroom teacher, reading/math/science teachers.

The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place a process to address and monitor subsequent needs is created the School Based Team (SBT) is implementing RTI processes assessment of RTI skills of school staff is conducted fidelity of implementation of intervention support is documented adequate professional development to support RTI implementation is provided effective communication with parents regarding school-base RTI plans and activities occurs.

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

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

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

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be 2

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

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

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

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan.

Members of the school-based RTI Leadership Team will meet with the principal and will help develop the SY11-12 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

FCAT scores and the lowest 25%

AYP and subgroups

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

The Rti/Inclusion Facilitator will provide professional development for the teachers on the RTI process.

### MTSS Implementation

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

Describe the data management system used to summarize tiered data.

Describe the data management system used to summarize tiered data.

Baseline data:

Florida Comprehensive Assessment Test (FCAT)  
Curriculum Based Measurement  
Core k12

Palm Beach County Fall Diagnostics  
Palm Beach Writes

Diagnostic Assessment for Reading (DAR)  
Progress Monitoring and Reporting Network (PMRN)  
Comprehensive English Language Learning Assessment (CELLA)  
Office Discipline Referrals  
Retentions  
Absences

Midyear data:

Diagnostic Assessment for Reading (DAR)  
Palm Beach County Winter Diagnostics  
Palm Beach Writes  
Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Comprehensive Assessment Test (FCAT)  
FCAT Writes  
ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:  
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

EPA LLT team consist of the Principal, Reading / English Teacher Dr. Brown & Data Processor / Counselor R. Harris.

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

The LLT functions as a instructional resource for adopting and inputing reading through all the content areas. The school-based literacy team is lead by the English Teacher and includes the principal, dean of students, an reading teacher, a mathematics teacher, an ESOL teacher and an ESE teacher. Other staff members will be invited to attend meetings as needed to act as consultants and/or to receive information which will enhance their professional effectiveness

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

Implementing a Computer Base Reading program school wide for FCAT retakers. Implement a tutoring program.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/27/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

Administrators will participate in common planning sessions with teachers to ensure that Reading strategies are incorporated in lessons. Evidence of this practice will be observed in Learning Team Meetings, teacher/administrator data chats, review of lesson plans and frequent classroom. Coaches will work with teachers struggling to implement these strategies in their lessons.

The Administration and Counselor has developed an explicit un-interrupted 90 minutes Tier I / II Literacy Block model. The Literacy Block will include 10 minutes vocabulary "Do Now" activities, 30 minutes explicit whole group instruction focusing on comprehension strategies to prepare students for FCAT (Read-Alouds, test-taking strategies, unlocking meaning, and phonics (lowest 25%) instruction. A rotational model has been implemented using data to establish in-class data-driven instruction in small groups. The activities will consist of 30 minutes rotation between fluency practices and the use Spark 3000 as a supplemental computer based Reading Software Program. A Ten minute wrap-up discussion at the end of the 90 minutes literacy block to clarify and answer any questions the students may have.

### \*High Schools Only

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

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

All EPA students are exposed to business and entrepreneurship opportunities in the community with academic course work relevant to their community and will be exposed to surrounding companies in the Glades and southern Florida area.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

All EPA students are exposed to business and entrepreneurship opportunities in the community with academic course work relevant to their community and will be exposed to surrounding companies in the Glades and southern Florida area.

## Postsecondary Transition

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

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

Historically, in the seven year history there have been no AP classes. Fifty (50%) have taken the ACT. Everglades Preparatory Charter School will encourage student participation in Dual Enrollment, PSAT, SAT and ACT. We will engage students and parents in conversation regarding their postsecondary plans. This will also include sharing information and requirements to become eligible for Post secondary options.

The Guidance Counselor and teachers will review charts tracking graduation requirements.

College and Career Fairs are planned for the 2011-2012 school year.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Students achieving level 3 proficiency in FCAT will increase in 2012-2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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FCAT Level 3 proficiency was achieved by 10%(5) of the students tested.	By June 2013, 15% of students in grades 9-12 who take the Spring Reading FCAT Test will be proficient
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#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: Low student motivation and self esteem	Use student incentives for Reading assignments that are proficient. Hire pullout teachers.	Principal,	The principal and teaching staff will monitor all reading assessments on an ongoing basis throughout the school year. EPA will hold Meetings on a weekly basis to analyze data, problem solve and make reading assignment strategies.	With the use of weekly, monthly and quarterly assessments student's progress will be monitored regularly with computer base instruction. The following assessments will be used: SRI Diagnostic
2	Problems with processing information(visual processing, auditory processing, reasoning, short or long term memory, writing numbers legibly) and attention deficits	Have teacher-made resources like instructional videos and FCAT preparatory materials available for student use at home as well as in school. Integrate these materials into the Intensive Math curriculum	Math teacher and the principal	Classroom walkthroughs and teacher observation	FCAT Assessment, FCAT Diagnostics, APEX, FCAT Explorer
3	Anticipated barrier: Low student self-esteem,	teaching staff will hold weekly chats with individual students in reference to all student/school matters,	principal, classroom teacher, learning team.	The principal, learning team and teaching staff will monitor all math assessments on an ongoing basis.  The school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math.  Teachers will make necessary changes to classroom strategies when deemed necessary.	With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.



4	Poor critical thinking and higher level reasoning skills	Students will be encouraged to "teach" lessons where they exhibit deep understanding as a means of increasing confidence and peer interest.	Math teachers and Assistant principal	Classroom walkthroughs and teacher observation	FCAT Mathematics Assessment, FCAT Diagnostics, APEX Tests and Quizzes
5	Poor reading and critical thinking skills	Students will be grouped for weekly science lessons reinforcing key concepts based on the Sunshine State Standards and Benchmarks	Science Teachers and the Principal and Principal	Assessments and classroom walkthrough	District comprehension checks, science diagnostics, FCAT explorer, and APEX tests and quizzes
6	lack of school/teacher emphasis placed on core science curriculum ,  Student Motivation	All teachers will teach appropriate level science benchmarks and Grade Level Expectations using the science text, and additional technology/science materials will be introduced into the classroom,	Teacher, principal, Learning Team.	The principal, learning team and the teacher will monitor all science assessments on an on-going basis, the Learning Team will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative walkthroughs.	All assessments, the staff will conduct Learning Team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in teacher strategies will be made and additional supplement materials will be introduced to the science curriculum
7	1.1. Anticipated barrier: Low student motivation and self esteem	1.1. Use student incentives for Reading assignments that are proficient; provide extended day learning opportunities for non-proficient students	1.1. Principal, Teacher	1.1 The principal and teaching staff will monitor all reading assessments on an ongoing basis throughout the school year. EPA will hold Learning Team Meetings on a weekly basis to analyze data, problem solve and make reading assignment strategies	1.1. With the use of weekly, monthly and quartely assessments student's progress will be monitored regularly with computer base instruction. The following assessments will be used: SRI Diagnostic Tests.
8	Effective teacher use of current data to differentiate instruction (DI).	Professional Development to understand Differentiated Instruction.  Guide teachers through the DI process.  Implement DI strategies.	Principal & Reading Teacher	Teacher involvement in Lesson Study and Lesson Discussions.  Implementation of DI through small groups.  Administrative classroom walkthroughs	Lesson Discussion Feedback Forms, Lesson Study Forms Classroom and Walkthrough Checklist

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in reading.  
  
Reading Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	n/a				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	FCAT level 4 and 5 students will maintain this level of proficiency in 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT Level 4 and 5 proficiency was achieved by 0%(0) of the students.	FCAT Level 4 and 5 proficiency will be achieved by 1%(1) of the students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	2.1 Low student motivation	2.1. EPA will base all instruction on the Sunshine State standards, Benchmarks and grade level expectations and ongoing Computer base instruction (reading Plus, SRI) and ongoing student assessment	Principal & Reading / English Teacher	The process used determine the effectiveness of this action step is as follows: The principal, teachers and Reading coach. will monitor all reading assessments for effectiveness. Also, Lesson plans will be observed during classroom walkthroughs and will be submitted weekly during LTM's	With the use of weekly monthly and quarterly assessments students progress will be monitored regularly. The following assessments will be used: SRI, Reading Plus, FCAT, Palm Beach Writes, afterschool tutoring and classroom work.
3	Limited of Higher level questioning.	Expose students to FCAT like questions using Core k-12. use data to create instructional focus calendars. Create small group focus questions based on data.	Principal & Reading / English Teacher	The process used determine the effectiveness of this action step is as follows: The principal, teachers and Reading coach. will monitor all reading assessments for effectiveness. Also, Lesson plans will be observed during classroom walkthroughs and will be submitted weekly during LTM's	With the use of weekly monthly and quarterly assessments students progress will be monitored regularly. The following assessments will be used: SRI, Reading Plus, FCAT, Palm Beach Writes, afterschool tutoring and classroom work

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	All students will make learning gains in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT learning gains were achieved by 45%(16) students	FCAT learning gains will be achieved by 50%(20) of the students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Providing student incentives for good attendance.	Principal and teachers	Classroom walkthroughs EDW Data Attendance Scanners	Attendance reports through EDW
2	3.1. Anticipated barrier low parent involvement in school matters and activities. Low student motivation	Through Title 1 funds teachers will keep intouch with parents and the school will hold parent meetings and workshops to keep parents, guardians informed of school events and inpputs.	Title 1 coodinator, Teachers and Principal.	Adminiostration will keep meeting minutes and documentation of attendance of parent involvement.	With the use of weekly, monthly and quartely assessments students progress will be monitored regularly. The following assessments will be used: SRI Diagnostic test 9-12 grades. FCAT. Palm Beach Writes

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:



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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Students in all subgroups will make performance gains in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No sub-group made progress.	13% of subgroup will make progress in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One problem with the ethnic and cultural populations we serve is that they feel it is unpopular or not cool to read so many do not. They feel its not cool to be smart or to be intelligent.	Promote the importance of education by bringing in local talents from the local community as mentors.	Principal	Student surveys and teacher feedback	Progress reports, report cards, diagnostic assessments, SRI
2	Lack of student Motivation. aligned and rigous course work.	Implement more CBI computer based instruction..Reading coach After-School tutorial	Reading Coach District assistance with reading coaches	CWT Lesson Plans	Assessments, FCAT EDW feedback

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In grades 9-10, 0% (0) of Students with Disabilities, did not achieve mastery on FCAT Reading Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students are low functioning and won't seek out the help they need due to the stigma associated with being ESE	Encouraging students to seek assistance and utilize resources available in order to be successful academically.	ESE Teacher / Principal	Student surveys	Teacher feedback; student feedback;

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	None of the subgroups made progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
no data available	13% of all students tested will meet proficiency in reading on the FY12 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of access to resources such as technology and computers	Provide students with access to resources such as computers, the internet etc and provide them with tutorial services	Principal & Teachers	Student survey	SEQ by students
2	Lack of motivation for academic excellence."just enough attitude"	Provide motivational speakers and literature; provide extended day learning opportunities for non-proficient students	All Staff	Participation in before and after school tutoring.	attendance sheet

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across the Curriculum	9-12th grade	Principal	Teachers and Staff	Monthly Professional Development Meetings	Classroom Walkthroughs	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading Workbooks	Supplemental Reading Workbooks	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Document Cameras	Teacher Projection Stations to enhance Reading instruction.	Title I	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The purchase of supplies for monthly professional development activities.	Supplies, paper, pens, flip charts,	Title I	\$735.72
			Subtotal: \$735.72
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,735.72</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.			0%		
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
0%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	

CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount



			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	5% (3 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low self esteem, attendance, motivation	Direct Instruction, incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (3) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low self esteem, attendance, motivation	Direct Instruction, incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	33% (12 students). All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (12 students). Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.		35% (13 students). Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low self esteem, attendance, motivation	Direct Instruction, incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

## High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Black and Hispanic are the only subgroups at our school. All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% at and above level 3. Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% at and above level 3. Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One problem with the ethic and cultural populations we serve is that they feel it is unpopular or not cool to read so many do not. They feel its not cool to be smart or to be intelligent.	Promote the importance of education by bringing in local talents from the local community as mentors.	Principal	Student surveys and teacher feedback	Progress reports, report cards, diagnostic assessments, SRI

2	Low self esteem,attendance,motivation	Direct Instruction, Incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				
2	Low self esteem,attendance,motivation	Direct Instruction, Incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students are low functioning and won't seek out the help they need due to the stigma associated with being ESE	Encouraging students to seek assistance and utilize resources available in order to be successful academically.	ESE Teacher / Principal	Student surveys	Teacher feedback; student feedback;
2	Low self esteem,attendance,motivation	Direct Instruction, Incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of access to resources such as technology and computers	Provide students with access to resources such as computers, the internet etc and provide them with tutorial services	Principal & Teachers	Student survey	SEQ by students
2	Low self esteem, attendance, motivation	Direct Instruction, Incentives	Principal and Math teacher	Classroom Walkthroughs	Monitor student data on EDW

End of High School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	0% (0 students). We have set a goal to have all students improve their overall performance on the examination with either a passing score or learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students). Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students). We plan on achieving this goal by providing tutoring to these students to ensure that they have grasped the concepts and vocabulary needed to do well on the examination.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Anticipated barrier: Low student motivation and self esteem	Use student incentives for Reading assignments that are proficient. Hire pullout teachers.	Principal,	The principal and teaching staff will monitor all reading assessments on an ongoing basis	With the use of weekly, monthly and quarterly assessments student's

1				throughout the school year. EPA will hold Meetings on a weekly basis to analyze data, problem solve and make reading assignment strategies.	progress will be monitored regularly with computer base instruction. The following assessments will be used: SRI Diagnostic
2	Problems with processing information(visual processing, auditory processing, reasoning, short or long term memory, writing numbers legibly) and attention deficits	Have teacher-made resources like instructional videos and FCAT preparatory materials available for student use at home as well as in school. Integrate these materials into the Intensive Math curriculum	Math teacher and the principal	Classroom walkthroughs and teacher observation	FCAT Assessment, FCAT Diagnostics, APEX, FCAT Explorer
3	Anticipated barrier: Low student self-esteem,	teaching staff will hold weekly chats with individual students in reference to all student/school matters,	principal, classroom teacher, learning team.	The principal, learning team and teaching staff will monitor all math assessments on an on-going basis.  The school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math.  Teachers will make necessary changes to classroom strategies when deemed necessary.	With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.
4	Poor critical thinking and higher level reasoning skills	Students will be encouraged to "teach" lessons where they exhibit deep understanding as a means of increasing confidence and peer interest.	Math teachers and Assistant principal	Classroom walkthroughs and teacher observation	FCAT Mathematics Assessment, FCAT Diagnostics, APEX Tests and Quizzes
5	Poor reading and critical thinking skills	Students will be grouped for weekly science lessons reinforcing key concepts based on the Sunshine State Standards and Benchmarks	Science Teachers and the Principal and Principal	Assessments and classroom walkthrough	District comprehension checks, science diagnostics, FCAT explorer, and APEX tests and quizzes
6	lack of school/teacher emphasis placed on core science curriculum ,  Student Motivation	All teachers will teach appropriate level science benchmarks and Grade Level Expectations using the science text, and additional technology/science materials will be introduced into the classroom,	Teacher, principal, Learning Team.	The principal, learning team and the teacher will monitor all science assessments on an on-going basis, the Learning Team will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative walkthroughs.	All assessments, the staff will conduct Learning Team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in teacher strategies will be made and additional supplement materials will be introduced to

					the science curriculum
7	Low self esteem, attendance, motivation	Direct Instruction, incentives	Principal and Math Teacher	Classroom Walkthroughs	Monitor student data on EDW

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	0% (0 students). We have set a goal to have all students improve their overall performance on the examination with either a passing score or learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students). Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students) Our plan is to achieve this goal by providing tutoring to these students to ensure that they have grasped the concepts and vocabulary needed to do well on the examination.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	Low self esteem, attendance, motivation	Direct Instruction, Incentives	Principal and Math teacher	Classroom Walkthroughs	Monitor Student data on EDW

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.

2% (7 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: Low student motivation and self esteem	Use student incentives for Reading assignments that are proficient. Hire pullout teachers.	Principal,	The principal and teaching staff will monitor all reading assessments on an ongoing basis throughout the school year. EPA will hold Meetings on a weekly basis to analyze data, problem solve and make reading assignment strategies.	With the use of weekly, monthly and quarterly assessments student's progress will be monitored regularly with computer base instruction. The following assessments will be used: SRI Diagnostic
2	Problems with processing information(visual processing, auditory processing, reasoning, short or long term memory, writing numbers legibly) and attention deficits	Have teacher-made resources like instructional videos and FCAT preparatory materials available for student use at home as well as in school. Integrate these materials into the Intensive Math curriculum	Math teacher and the principal	Classroom walkthroughs and teacher observation	FCAT Assessment, FCAT Diagnostics, APEX, FCAT Explorer
3	Anticipated barrier: Low student self-esteem,	teaching staff will hold weekly chats with individual students in reference to all student/school matters,	principal, classroom teacher, learning team.	The principal, learning team and teaching staff will monitor all math assessments on an on-going basis.  The school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math.  Teachers will make necessary changes to classroom strategies when deemed necessary.	With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.
4	Poor critical thinking and higher level reasoning skills	Students will be encouraged to "teach" lessons where they exhibit deep understanding as a means of increasing confidence and peer interest.	Math teachers and Assistant principal	Classroom walkthroughs and teacher observation	FCAT Mathematics Assessment, FCAT Diagnostics, APEX Tests and Quizzes
5	Poor reading and critical thinking skills	Students will be grouped for weekly science lessons reinforcing key concepts based on the Sunshine State Standards and Benchmarks	Science Teachers and the Principal and Principal	Assessments and classroom walkthrough	District comprehension checks, science diagnostics, FCAT explorer, and APEX tests and quizzes
	lack of school/teacher emphasis placed on core science curriculum ,	All teachers will teach appropriate level science benchmarks	Teacher, principal, Learning Team.	The principal, learning team and the teacher will monitor all science	All assessments, the staff will conduct



6	Student Motivation	and Grade Level Expectations using the science text, and additional technology/science materials will be introduced into the classroom,		assessments on an on-going basis, the Learning Team will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative walkthroughs.	Learning Team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in teacher strategies will be made and additional supplement materials will be introduced to the science curriculum
7	Low self esteem, attendance, motivation	Direct Instruction, Incentives	Principal and Math Teacher	Classroom Walkthrough	Monitor student data on EDW

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	0% (0 students) All students will improve their overall performance on the EOC exam with either a passing score or learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students) Students were intimidated by the test, and some were limited by their lack of previous Mathematics knowledge.	2% (7 students) Our plan is to achieve this goal is to provide tutoring to the students to ensure they have grasped the concepts enough to score proficiency on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a				
2	Low self esteem, attendance, motivation	Direct Instruction and incentives	Principal and Math Teacher	Classroom Walkthrough	Monitor student data on EDW

*End of Geometry EOC Goals*

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

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

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

scoring at a proficient level on the FCAT and Algebra and Geometry EOPC	9-12	Principal and Math Instructors	Math Instructors and students	Monthly professional development meetings as outlined in the district calendar	Departmental meetings	Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
APEX Learning, purchased additional site licenses	Instructional Software online training program	Title I	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development opportunities for teachers	Conference registrations, travel fees, etc	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase supplies to provide opportunities for teachers to model lessons and provide hands on activities.	Classroom supplies: copy paper, pencils, pens, highlighters, construction paper,	Title I	\$400.00
			Subtotal: \$400.00
			<b>Grand Total: \$4,900.00</b>

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

## Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.

Biology Goal #1:

By June of 2013 the percent of grade 11 students scoring a level 3 on the 2012 FCAT Science Test will be 33% or higher.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Zero percent (0%). Students were intimidated by the test, and some were limited by their lack of previous Science knowledge.

It is expected that 10%(2) of all grade 11 STUDENTS TAKING THE Spring Science FCAT Test will score a level 3 on the test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: lack of school/teacher emphasis placed on core science curriculum ,  Student Motivation	All teachers will teach appropriate level science benchmarks and Grade Level Expectations using the science text, and additional technology/science materials will be introduced into the classroom,	Teacher and principal.	The principal and the teacher will monitor all science assessments on an on-going basis, the teacher and the principal will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative	We will use monthly and quarterly assessments to monitor student progress. The following computer based instruction will be reviewed: SRI, and diagnostic testing.

				walkthroughs.	
2	Problems with processing information (visual processing, auditory processing, reasoning, short or long term memory) and attention deficits.	Have teacher-made resources, instructional videos and FCAT preparatory materials available for student use at home as well as in school.	Teacher and Principal	Classroom walkthroughs and teacher observations	FCAT Assessment, Diagnostics, APEX, FCAT Explorer
3	Low student self-esteem	Teaching staff will hold weekly chats with individual students in reference to all student/school matters.	Principal, teachers	The Principal and teaching staff will monitor all Science assessments on an on-going basis.  The school staff will hold meeting on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of Science.	FCAT, Diagnostics, APEX, FCAT Explorer
4	Poor critical thinking and higher level reasoning skills.	Students will be encouraged to "teach" lessons where they exhibit deep understanding of content.	Teacher and Principal	Classroom walkthroughs and teacher observations	FCAT, Diagnostics, APEX, FCAT Explorer

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	All students will improve their overall performance on all assessments with either a passing score or learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students were intimidated by the test, and some were limited by their lack of previous Science knowledge.	We plan on achieving this goal by providing tutoring to these students to ensure that they have grasped the concepts needed to do well on the examination.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: lack of school/teacher emphasis placed on core science curriculum ,  Student Motivation	All teachers will teach appropriate level science benchmarks and Grade Level Expectations using the science text, and additional technology/science materials will be introduced into the classroom,	Teacher and principal.	The principal and the teacher will monitor all science assessments on an on-going basis, the teacher and the principal will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative walkthroughs.	We will use monthly and quarterly assessments to monitor student progress. The following computer based instruction will be reviewed: SRI, and diagnostic testing.

2	Problems with processing information (visual processing, auditory processing, reasoning, short or long term memory) and attention deficits.	Have teacher-made resources, instructional videos and FCAT preparatory materials available for student use at home as well as in school.	Teacher and Principal	Classroom walkthroughs and teacher observations	FCAT Assessment, Diagnostics, APEX, FCAT Explorer
3	Low student self-esteem	Teaching staff will hold weekly chats with individual students in reference to all student/school matters.	Principal, teachers	The Principal and teaching staff will monitor all Science assessments on an on-going basis.  The school staff will hold meeting on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of Science.	FCAT, Diagnostics, APEX, FCAT Explorer

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase the number of students making learning gains in science on Diagnostics and FCAT	9-12	Principal and Science teachers, Area and District Resources	Teachers and students	Monthly professional development meetings as outlined by the district calendar	Classroom walkthroughs	Principal

Science Budget:

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

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of supplies to provide opportunities for teachers to model lessons, field trips, etc. Providing hands on experiences	Classroom supplies: copy paper, calculators, pens, pencils, graphing paper,	Title I	\$389.82
			Subtotal: \$389.82
			<b>Grand Total: \$389.82</b>

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	There will be a 40 percentage point increase in the number of students who attend EPA who achieve a Level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (43)students. Teach strategies to improve organizational skills, support & details, and conventions.	50% (52) students will score 4.0 & above on the FCAT Writing Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: low parent involvement in all school matters and planned trainings and programs,	teachers and administration will keep in touch with our parents on a on-going basis throughout the school year encouraging them to get directly involved in their child's education be attending all school related conferences, workshops, parent trainings,.	teachers, principal, Learning Team, teacher,principal	The principal, teachers and learning team will monitor all writing assessments throughout the school year, the school will hold Learning Team Meetings on a weekly basis to decipher test data results and make changes in classroom strategies and supplemental core curriculum materials as deemed necessary, the school principal will monitor student progress by conducting daily classroom walkthroughs, checking lesson plans, teacher lesson presentations, organizational skills, structure, knowledge of subject matter, technology used.	With the use of weekly, monthly and quarterly teacher assessments student progress will be monitored on an ongoing basis throughout the school year, the staff will conduct learning team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in classroom strategies will be made as deemed necessary and additional supplemental writing materials

					will be introduced as needed, the progress of students will be measured using common assessments, teacher developed teacher developed quality assessments, and the Palm Beach Writes.
2	Low pre-existing knowledge base of proper punctuation usage in writing.	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Writing Teacher	The principal, teachers and learning team will monitor all writing assessments throughout the school year, the school will hold Learning Team Meetings on a weekly basis to decipher test data results and make changes in classroom strategies and supplemental core curriculum materials as deemed necessary, the school principal will monitor student progress by conducting daily classroom walkthroughs, checking lesson plans, teacher lesson presentations, organizational skills, structure, knowledge of subject matter, technology used.	With the use of weekly, monthly, and quarterly teacher assessments.  Student progress will be monitored on an ongoing basis throughout the school year, the staff will conduct learning team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in classroom strategies will be made as deemed necessary and additional supplemental writing materials will be introduced as needed, the progress of students will be measured using common assessments, teacher developed quality assessments, and the Palm Beach Writes.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the curriculum	9-12	Area and District resources writing teachers	All teachers and students	Monthly professional development days as outlined by the district calendar	Monthly writing assignments through Palm beach writes and classroom writing assignments	Classroom teachers and administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development opportunities for teachers in the form of professional conferences	Conference registration fees, travel expenses, hotel fees	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

End of Writing Goals

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

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

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



1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: Low student motivation and self esteem	Use student incentives for Reading assignments that are proficient. Hire pullout teachers.	Principal,	The principal and teaching staff will monitor all reading assessments on an ongoing basis throughout the school year. EPA will hold Meetings on a weekly basis to analyze data, problem solve and make reading assignment strategies.	With the use of weekly, monthly and quartely assessments student's progress will be monitored regularly with computer base instruction. The following assessments will be used: SRI Diagnostic
2	Problems with processing information (visual processing, auditory processing, reasoning, short or long term memory, writing numbers legibly) and attention deficits	Have teacher-made resources like instructional videos and FCAT preparatory materials available for student use at home as well as in school. Integrate these materials into the Intensive Math curriculum	Math teacher and the principal	Classroom walkthroughs and teacher observation	FCAT Assessment, FCAT Diagnostics, APEX, FCAT Explorer
3	Anticipated barrier: Low student self-esteem,	teaching staff will hold weekly chats with individual students in reference to all student/school matters,	principal, classroom teacher, learning team.	The principal, learning team and teaching staff will monitor all math assessments on an ongoing basis.  The school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math.  Teachers will make necessary changes to classroom strategies when deemed necessary.	With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.
4	Poor reading and critical thinking skills	Students will be grouped for weekly science lessons reinforcing key concepts based on the Sunshine State Standards and Benchmarks	Science Teachers and the Principal and Principal	Assessments and classroom walkthrough	District comprehension checks, science diagnostics, FCAT explorer, and APEX tests and quizzes

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.

U.S. History Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

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

End of U.S. History EOC Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	EPA will increase attendance to 95%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
87% (105)	expected attendance rate for the 2011-2012 school year is 95%(105).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
n/a	n/a
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
n/a	n/a

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The absence of a stable home/living arrangement	will monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused tardiness/absences that are more than 15 minutes.	principal, Data processor Community relations Director	will keep accurate attendance records that will show student absences on a daily basis	evaluation tool is our daily attendance record keeping process.
2	Students needing to financially support themselves and need to be employed, causing them to have a high absentee rate.	There will be attendance incentives provided by EPA and the Governing Board for those students demonstrating 80% or better weekly attendance.	Assistant Principal Principal	Monthly attendance rates and Daily attendance reports will be reviewed by the Family Coordinator and administrator	Daily attendance rosters:

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June of 2013 the Everglades Prep suspension rate will have decreased by at least thirty- percent (30%).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
n/a	n/a
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier: student discipline problems, Lack of concern of being Out of School	teacher/student chats on a regular basis, throughout the school year,	Teacher, principal, Learning Team, Mentor	suspension records, teacher observation, principal observation, Learning Team records, parent conference records, increase or decrease in the number of suspensions or detention during the school year, parent/student/teachers end of the school year surveys.	weekly, monthly yearly suspension/detention records, principal walk through, number of parent conferences dealing with discipline matters, number of detentions, suspensions both in and out of school during the school year, principal/teacher observation.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention					
Dropout Prevention Goal #1:					
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Passing FCAT Obtaining 2.0 GPA Value of High School diploma	Expand on credit recovery opportunities before and after school classes  Implement before and	Principal Counselor Teachers	Credits obtaining through Apex # Graduates	FCAT Promotion to next level

	after school tutoring		
	Students have one on one with counselor for post secondary options.		

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

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

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

Dropout Prevention Budget:

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

*End of Dropout Prevention Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1:	EPA will demonstrate a 20 percentage point increase in the number of parents who participate in school-based

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	activities and programs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
5% (15)School policies and procedures were not communicated a a regular basis.	25% (25)Parents will be expected to attend meetings throughout the year concernings issues at EPA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent transportation issues 1.2. low parent concern/involvement in all school sponsored activities 1.3. Language barriers	1.1. Encourage fellow parents to car pool and volunteer to pick up those parents in need of transportation	1.1. principal, Counselors, teachers 1.2. principal ,Counselors, teachers 1.3. principal, Counselors, teachers	1.1 The number of parents attending parent trainings and special school programs. 1.2. Parent participation with sign in sheets, 1.3. Parent participation with sign in sheets	1.1. Sign in sheets at parent trainings and school special programs. 1.2. Parent participation with sign in sheets, 1.3. Parent's participation with sign in sheets.
2	Parent transportation issues 1.2. low parent concern/involvement in all school sponsored activities 1.3. Language barriers 2.2/2.3 limited small businesses in area.	Host annual meeting gather information for the compact from parents Have parent night input Communicate with parents through News letters and conference 2.2 Encourage business partnerships with local business by providing soliciting for interships, and co-op opportunities for seniors. 2.3 Provide opprotunites for volunteer work from commuinty by working with work force alliance in the Belle Glade area.	principal, Counselors, teachers 1.2. principal ,Counselors, teachers 1.3. principal, Counselors, teachers 2.2/2.3 Administration, and counselor	The number of parents attending parent trainings and special school programs. 1.2. Parent participation with sign in sheets, 1.3. 2.2/2.3 Parent participation with sign in sheets	Sign in sheets at parent trainings and school special programs. 1.2. Parent participation with sign in sheets, 1.3. Parent's participation with sign in sheets.
3	Parent transportation issues 1.2. low parent concern/involvement in all school sponsored activities	Provide academic Field trip experiences for Parents such as college tour, surrounding business opportunities for students. Provide FCAT Night and other parent informationl trainings related to college and academics.	counselor and adminstration	sign-in sheets, feedback	evaluations, FCAT scores, Title I Parent Involvement Surveys
4	Parent transportation issues low parent concern/involvement in all school sponsored activities Adding a rigorous	Provide flexible meetings dates Provide model lessons for Parent reviews	Title 1 contact, Administration	Ongoing sign in sheet of receipt of model curriculum/Lessons	Sign in Sheet consenses of curriculum. Board vote etc..



curriculum for students with the help of Parents			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly parent meetings	Supplies: paper, binders, pens, parenting resources, and food for parent trainings.	Title I	\$300.00
Home visits	Travel; postage	Title I	\$0.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

Increase of Parent Involvement:

Parent(s) that sit on the board are notified by email on a weekly bases of academic progress.

Parents are encourage to visit class rooms on a ongoing bases.

Board meetings are publicly announce for participation through email , display board and word of mouth.

Goal:

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

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

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

Budget:

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

*End of Increase of Parent Involvement:  
Parent(s) that sit on the board are notified by email on a weekly bases of academic progress.  
Parents are encourage to visit class rooms on a ongoing bases.  
Board meetings are publicly announce for participation through email , display board and word of mouth.*



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Reading Workbooks	Supplemental Reading Workbooks	Title I	\$500.00
CELLA				\$0.00
CELLA				\$0.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Document Cameras	Teacher Projection Stations to enhance Reading instruction.	Title I	\$1,500.00
CELLA				\$0.00
Mathematics	APEX Learning, purchased additional site licenses	Instructional Software online training program	Title I	\$3,500.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The purchase of supplies for monthly professional development activities.	Supplies, paper, pens, flip charts,	Title I	\$735.72
CELLA				\$0.00
Mathematics	Provide professional development opportunities for teachers	Conference registrations, travel fees, etc	Title I	\$1,000.00
Writing	Provide professional development opportunities for teachers in the form of professional conferences	Conference registration fees, travel expenses, hotel fees	Title I	\$1,000.00
				Subtotal: \$2,735.72
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics	Purchase supplies to provide opportunities for teachers to model lessons and provide hands on activities.	Classroom supplies: copy paper, pencils, pens, highlighters, construction paper,	Title I	\$400.00
Science	Purchase of supplies to provide opportunities for teachers to model lessons, field trips, etc. Providing hands on experiences	Classroom supplies: copy paper, calculators, pens, pencils, graphing paper,	Title I	\$389.82
Parent Involvement	Monthly parent meetings	Supplies: paper, binders, pens, parenting resources, and food for parent trainings.	Title I	\$300.00
Parent Involvement	Home visits	Travel; postage	Title I	\$0.00
				Subtotal: \$1,089.82
				Grand Total: \$9,325.54

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 9/25/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

EPA is governed by a board. We do not have a SAC.

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District EVERGLADES PREPARATORY ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	10%	0%	41%	0%	51	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	33%			78	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	33% (NO)			78	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					207	
Percent Tested = 87%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested

Palm Beach School District EVERGLADES PREPARATORY ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	91%	8%	99	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	20%	29%			49	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	20% (NO)	29% (NO)			49	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					197	
Percent Tested = 89%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested