

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SOUTH TECH ACADEMY

District Name: Palm Beach

Principal: Myron Cost

SAC Chair: Robert Kesten

Superintendent: Wayne Gent

Date of School Board Approval:

Last Modified on: 8/31/2012

## 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) |
|-----------------|----------------|---|------------------------------|--------------------------------|---|
| Assis Principal | Maria Rosado   | Bachelor's in Organizational Management, Master's in School Counseling, Master's in Education with a concentration in Educational Leadership. Certified in Guidance and Counseling K-12, ESE K-12, and Reading Endorsed | 4                            | 4                              | 2012: School Grade Pending<br>2011: D, No AYP<br>2010: B, No AYP<br>2009: D, No AYP   |
| Assis Principal | Eileen Turenne | Bachelor's in English, Master's in Educational Leadership; Certified in English 6-12, and ESOL Endorsed   | 1                            | 1                              | 2012: School Grade Pending  |

|           |            |   |   |    |  |
|-----------|------------|---|---|----|--|
| Principal | Myron Cost | Masters Administration/ Supervision K-12<br><br>Local Director of Vocational Ed.<br>Teacher Coordinator of Cooperative Ed.<br>Automotive Technology | 9 | 19 | 2012: School Grade Pending<br>2011: D, No AYP<br>2010: B, No AYP<br>2009: D, No AYP<br>2008: D, No AYP<br>2007: D, NO AYP<br>2006: D, NO AYP |
|-----------|------------|---|---|----|--|

## INSTRUCTIONAL COACHES

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

| Subject Area | Name          | Degree(s)/ Certification(s)   | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|---------------|---|------------------------------|--------------------------------------|---|
| Reading      | Tina De La Fe | Master of Education(School Counseling K-12)<br>Bachelor of Arts (English),<br>Certified in English 6-12,<br>School Guidance Counseling K-12,<br>and Reading Endorsed. | 1                            | 1                                    | 2012: School Grade Pending  |

## 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 | Recruitment: Attend district job fairs; post vacancies on website and in local newspapers; salaries competitive with school district salary scale.  | Jennifer Melillo             | Continual                 |   |
| 2 | Retention: Monetary stipends are offered for completing the Reading Endorsement components; one extra paid duty day during pre-school is given; support offered with New Teacher/Mentor program; additional activities offered for supplemental income such as clubs, and tutoring. | Jennifer Melillo             | Continual                 |   |
| 3 | Substitutes for staff development and in-service opportunities (CRISS, Clinical Education Training, etc.) aligned with and/or provided by the district; paid application and filing fees for teachers pursuing National Board Certification; safe and secure working environment.   | Eileen Turenne<br>Myron Cost | Continual                 |   |
| 4 | Teachers are given assistance in signing up for Reading and ESOL endorsements.  | Principal and Reading Coach  | Continual                 |   |

## 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 |
| All instructional staff and paraprofessionals are teaching in their areas of certification; all have   | N/A   |

## 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 68                                  | 7.4%(5)                  | 54.4%(37)                                  | 29.4%(20)                                   | 8.8%(6)                                    | 19.1%(13)                           | 100.0%(68)                  | 8.8%(6)                     | 0.0%(0)                             | 10.3%(7)                 |

## 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  |
|---|--|---|---|
| 1. Jessica Ehring<br>2. Linda Carr<br>3. Richard Brinker<br>4. Jan Pray | 1. Eric Greene<br>2. Jessica Alu<br>3. Jon Palardis<br>4. Jeannette Bernal-Fernandez | All mentors are department instructional leaders with experience in clinical education. | Monthly meetings, monitor lesson plans and provide ongoing feedback and support   |
| Eileen Turenne  | ESP Contact; All first-year teachers   | Assistant Prinipal  | Monthly meetings, monitor lesson plans and provide ongoing feedback and support. Observes teachers in classrooms; provides feedback; holds regular professional development meetings throughout school year |
| Dr. Mary Gray   | All first-year teachers  | Consultant  | Observes teachers in classrooms; provides feedback.   |
| Fallon Felsen   | 1. Jessica Alu<br>2. Jon Palardis  | New Teachers are provided with coaching in writing.                                     | Mentor observes classroom writing instruction, and makes recommendations to guide future instruction.   |

## 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

South Tech has hired a resource coach/teacher for Reading and maintains a reduced class size in Language Arts Classes. This expense will be paid using Title I funds. Additional training on new curriculum requirements and software will be necessary for teachers in Language Arts, Math and Science. Tutoring on all subjects will be provided using Title I funds. Transportation will also be provided for students who participate in extended day learning opportunities. As family involvement is key in student achievement, over 10% of Title I funds are designated for various mediums to keep parents informed. Open houses, parent workshops, informational mailings, a part-time parent liaison position, meetings, the school news letter, tutorial supplies, classroom materials, consultants and South Tech's website are some of the ways we keep parents/guardians up to date of what is happening at their student's school.

Title I, Part C- Migrant

South Tech students qualifying for this support participate in college visits sponsored by the Department of Migrant Education.

#### Title I, Part D

The Credit Recovery classes are available for students currently enrolled at SouthTech Academy who need to recover credits in failed classes or improve a D grade.

#### Title II

NA

#### Title III

Assists with helping eligible limited English proficient and immigrant students attain English proficiency and meet the same state standards required of all students.

#### Title X- Homeless

McKinney-Vento Homeless Education Program—Homeless children and youth are minors who lack a fixed, regular, and adequate nighttime residence. It includes children and youth who are sharing the housing of other persons due to economic hardship; are living in motels, hotels, trailer parks, or camping groups due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster placement; have a primary nighttime residence that is a public or private place not designed for human sleeping accommodations; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; are migrant children and youth who qualify as homeless as described above. Homeless children and youth are entitled to immediate public school enrollment at the school last attended at the onset of homelessness, provided it is in the best interest of the student, requested by the parents, and is feasible.

#### Supplemental Academic Instruction (SAI)

Funds are used to supplement salary costs in order to provide the 4 x 4 block schedule for the students and to reduce class size.

#### Violence Prevention Programs

South Tech has implemented all measures mandated by the "Jeffrey Johnston Stand Up For All Students Acts" Section 1006.147, Florida Statutes, in conjunction with Board policy 5.002, entitled "Prohibition of Bullying and Harassment". These measures included: a policy overview and filmstrip presentation to all staff members, distribution and placement of posters throughout the school, establishment of a school contact telephone number along with a Bullying Harassment Anonymous Report Form and Drop Box and a District Incident Report Website. Primary and secondary staff members have been identified and assigned to monitor the phone, written or website Bullying/Harassment Incident Reports twice daily. Communication of the new definitions stated in Section 4 and the Expected Behaviors On School Property or At School Related Functions stated in Section 5 of Policy 5.002 will be included in the Student/Parent Handbook along with the South Tech Staff Handbook and website.

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

#### Nutrition Programs

South Tech utilizes the school districts food service program, meeting all Nutrition Program guidelines.

#### Housing Programs

NA

#### Head Start

NA

#### Adult Education

South Tech offers evening classes for Adults in a range of job-related skills. These classes are advertised three times a year in a pull-out section of the Palm Beach Post newspaper and in a fourth separate mailing/insert via the Penny Saver. Our English for Speakers of Other Languages (ESOL) and GED programs are held four times a week and provide educational services with child care.

#### Career and Technical Education

South Tech is a wall-to-wall career academy high school—every student who attends the school must be enrolled in one of 12 career academies: Automotive Service Technology, Automotive Collision and Repair and Refinishing, Culinary Arts, Cosmetology, Recording Arts, Finance, Commercial Art Technology, Information Technology, Marine Service Technology,

Motorcycle Service Technology, Medical and Health Sciences, Veterinary Assisting. Students must satisfactorily complete their elective requirements for graduation, exclusively within their academies, and they may also earn Occupational Completion Points and Industry Certification related to their academy field of study.

#### Job Training

As part of the training for certain career academies in the trades and industry formats, qualified 11th and 12th grade students can participate in paid on-the-job training during part of every school day. This on-the-job training must correspond to the student's career academy training.

#### Other

The Credit Recovery classes are available during the school year Monday-Wednesday, 2:00-5:00 PM, and during the summer for six weeks for students who need to recover credits in failed classes or to improve a grade of D. Students must have permission from the Guidance Counselor at the school they currently attend, in order to enroll in these classes.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Myron Cost (Principal), Eileen Turenne (Assistant Principal), Maria Rosado (Assistant Principal), Erin Kurtz (Guidance counselor), Shawna Kingsley-Scott (ESE coordinator), Tina DeLaFe (Reading Coach)

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

The school-based RtI Leadership Team identifies students requiring academic, behavioral, social or emotional interventions. As a team, we provide interventions that match the student's need, monitor the progress and make decisions about change depending on the success of the interventions. The school-based RtI Leader develops an agenda, maintains a file for all referrals which include forms: PBS 2106, PBS 2284, Tier II and Tier III Data Chart and PBS 1548

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?

The school-based RtI Leadership Team can help every South Tech student meet or exceed their academic and academy standards by giving students intervention to become successful.

#### 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.

The data management system used to summarize tiered data is to record the data and chart it on the Tier II and Tier III Data Chart. This allows us to determine if the student is progressing, will be on target, needs to move up a tier, or needs to be referred to ESE.

Describe the plan to train staff on MTSS.

Staff will be trained by the assigned RtI leader as determined by The School District of Palm Beach County at scheduled Learning Team Meetings (LTM) or during after-school meetings throughout the school year.

Describe the plan to support MTSS.

Teachers are provided with lists of ESE and 504 students, along with a tracking system encompassing all RtI students. As teachers track the students, the ESE Coordinator and Administration signs off on the disciplinary tracking so that MTSS is actively implemented.

#### Literacy Leadership Team (LLT)

## School-Based Literacy Leadership Team

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

Myron Cost(Principal), Eileen Turenne(Assistant Principal and Language Arts Department Liaison), Robin Jones(Teacher), Jean-Claude Kiehl (Teacher), Tina DeLaFe (Reading Coach.)

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

The LLT meets on a regular basis to discuss instructional strategies for struggling readers, including lesson plan studies and strategies to build capacity across the content areas. The team maintains a blog called South Tech Reads! that provides resources for teachers.

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

The LLT will focus on instructional strategies specific to ELL learners and struggling readers. South Tech serves a large population of students designated as LZ, as well as smaller populations of LF and LY students. Research-based strategies will be modeled and implemented across the content areas.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 8/30/2012)

## \*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.

Reading Teachers at South Tech are required to complete Reading Endorsement classes and are responsible for incorporating strategies into their classes. DILs help ensure that reading strategies are a part of daily lesson plans. The LLT and Reading Coach ensure that instructional strategies are designed on the latest research based strategies. Classroom walkthroughs provide data on the effective use of reading instruction.

## \*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 students are enrolled in a career and technical academy of their choice. Coursework is designed to prepare students for the workforce. Industry certification exams are offered to give students a head start in their chosen field. Academic courses, including honors, advanced placement and dual enrollment courses are provided to prepare students for college.

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?

As a career and technical academy, South Tech is devoted to preparing students for all aspects of life. Guidance counselors, our Testing Coordinator and office support staff are all trained to assist students in academic and career planning. Students and parents have input into their academic choices as well, particularly concerning AP and dual enrollment courses.

## 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](#)

Students are encouraged to take higher level courses based on ability level. Honors, AP and Dual Enrollment Courses are offered in all subject areas. Guidance department and Testing Coordinator help students enroll in tutoring and register for college-ready testing, including SAT and ACT. Incentives, based on student input, are offered to students for passing scores on these exams. Tutoring is available throughout school year for these exams. Credit lab is offered for students who need to increase GPA or complete courses for graduation. Language Arts teachers include higher level writing strategies, based on College Board's best practices, in their instruction to better prepare students for college level work. Math teachers follow district scope and sequence with assistance of our support personnel-two Quality Assurance Coaches: one site-based, one district-level-to prepare students for college level work. Graduation rate has shown improvement, as has the percentage of graduates attending a Florida postsecondary institution. Seniors who are not yet college ready are enrolled in an English for College Readiness course.

## 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.<br>Reading Goal #1a: | Our goal is to achieve 35% mastery (students reading at level 3 or above). |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 25% (139) of students are performing at level 3 or above.                             | Increase to 35% of students will achieve a level 3 or above.               |

#### 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 | Alignment of curriculum may not meet needs of lowest 25% | Teachers will incorporate more research based strategies such as fluency practice, data chats and differentiation. Provide tutorials throughout year. | Reading Coach, Assistant Principal            | Classroom observations, teacher assessments and feedback from data chats | Coaches Observation forms, SRI results, student 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:

|  |                                     |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br>Reading Goal #1b: | N/A                                 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| N/A  | N/A                                 |

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

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

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. | Less than 15% of our 9th and 10th graders achieve levels 4 |
|--|--|



|  |  |
|--|--|
| Reading Goal #2a:  | and 5. We will increase these levels in grades 9 and 10.             |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:                                  |
| In 2012, 14% (80) of ninth and tenth graders achieved level 4 and level 5. | In 2013, 16% of ninth and tenth graders achieve level 4 and level 5. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                              | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|--|--|---|--|--|
| 1 | Curriculum lacks rigor for higher level students | Level 4 and 5 students are placed in honors or AP courses with increased rigor | Assistant Principal, Reading coach, DIL       | Ongoing progress monitoring from classroom assessments, standardized tests, Classroom observations | Coaches observation forms, teacher feedback, test scores |

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

|  |  |
|--|--|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>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 |
|---------------------|----------|---|---|-----------------|
| 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:

|   |   |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | In 2013, we hope to achieve 55-70% of students making learning gains. |
|---|---|

|  |  |
|--|--|
| 2012 Current Level of Performance:                           | 2013 Expected Level of Performance:    |
| In 2012, 54%(224)of students made learning gains in reading. | 60% of students making learning gains. |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier | Strategy | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |
|--|---------------------|----------|------------------------------------|--|-----------------|
|--|---------------------|----------|------------------------------------|--|-----------------|

|   |  |  | Monitoring                         | Strategy   |                           |
|---|--|--|------------------------------------|--|---------------------------|
| 1 | Curriculum does not meet needs of all students | Attention to individual students needs through data chats, portfolios, differentiated instruction, use of lexile leveled texts | Reading Coach, Assistant Principal | Formal and informal classroom observations, SRI, fluency and test scores | Coaches observation forms |

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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: |  |
|--|--|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 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:

|   |   |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | Lowest 25% students will be monitored closely in order to ensure learning gains. They have been identified and the data supplied to teachers. |
|---|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

|  |                            |
|--|----------------------------|
| 60% of lowest 25% made learning gains. | 65% to make learning gains |
|--|----------------------------|

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 | Subgroups make up most of our lowest 25% students. | Data chats and differentiation of instruction address low 25% and subgroup needs. District QA coach will meet with low 25% students in specified classes once/week | Reading Coach, DIL, Assistant Principal, QA support personnel | Classroom observations, test results                | DIL monitors lesson plans, Diagnostic scores, FPMS |

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

|                |
|----------------|
| Reading Goal # |
|----------------|

|  |           |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. |           | 5A :      |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  |           |           |           |           |           |           |

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.<br><br>Reading Goal #5B: | One of our subgroups made the required 73% in reading. None of our subgroups made AYP in reading. Professional Development activities will be aligned with best practices to address these students. Students not achieving AYP have been identified by the Reading Coach will coordinate support efforts in conjunction with the RLT, Administration and district support personnel.<br><br>Some of our enrichment activities are data chats with teachers to ensure that the data gets passed down to students using developmental scale scores as well as lexile levels. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| White-45%(29); Black-41% (91); Hispanic 33%(80); Asian 50% (2); Am. Indian 73% (8)  | The goal is to achieve a 5% improvement over each subgroup's 2012 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 | More support needed to accomodate student needs | District support personnel will support teachers and students according to needs | Reading Coach, Quality Assurance personnel, AP | Reports from support personnel, teacher feedback    | Dignostic scores              |
| 2 | Using data in classrooms                        | Teachers use lexile levels and DSS in data chats and lesson planning             | Reading Coach, DIL, AP                         | Data Chats, student portfolios                      | Portfolios, Diagnostic scores |

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

|   |  |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | This small subgroup did not make adequate mastery in 2012. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:                        |
| In 2012 13% (1) of English Language Learners were proficient in reading.                                  | Students will achieve 18% mastery.                         |

**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 | Subgroup needs focused ELL strategies | Teachers will use researched-based strategies to meet needs of ELL students. Tutoring | Reading Coach, DIL, AP, ESOL Coordinator      | Ongoing progress monitoring by classroom assessments, diagnostics | Coach's observation forms, FPMS |

will be provided.

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.<br>Reading Goal #5D: | Subgroup did not make safe harbor requirements in 2012.                            |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| In 2012, 16% (12) of SWD students are reading at grade level.  | In order to satisfy Safe Harbor requirements, subgroup will achieve a 26% mastery. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                      | Strategy   | Person or Position Responsible for Monitoring            | Process Used to Determine Effectiveness of Strategy                     | Evaluation Tool                         |
|---|--|--|--|---|---|
| 1 | Curriculum does not meet all the needs of this subgroup. | Provide differentiated instruction through data chats, research based instruction and progress monitoring. | Assistant Principal, Reading Coach, ESE Coordinator, DIL | Classroom Assessments, classroom walkthroughs, data chats with teachers | Test data, fluency and FAIR/SRI results |

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

|   |  |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br>Reading Goal #5E: | This subgroup did not meet Safe Harbor requirements in 2012.                   |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| In 2012, 36% (150) reading at or above grade level.   | 46% reading at or above grade level in order to meet Safe Harbor requirements. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                     | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                     |
|---|---|---|---|---|-------------------------------------|
| 1 | Curriculum misaligned to student needs. | Data chats, research-based strategies will address needs of this group. | Reading Coach, DIL, Assistant Principal       | Classroom walkthroughs, Data chats with teachers    | Diagnostic test data, FAIR/SRI data |

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

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

|  |  |  |  |              |  |
|--|--|--|--|--------------|--|
|  |  |  |  | Target Dates |  |
|--|--|--|--|--------------|--|

| 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) | (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                  |                     |                                  |   |  |                                   |   |

Reading Budget:

| Evidence-based Program(s)/Material(s)   |   |                              |                                  |
|---|---|------------------------------|----------------------------------|
| Strategy  | Description of Resources  | Funding Source               | Available Amount                 |
| Provide extended day learning opportunities for non-proficient students.          | Part-time instructors   | Title I                      | \$3,229.00                       |
| Provide additional reading specific instructors.                                  | Reading teachers  | Title I and Operating Budget | \$52,102.60                      |
|   |   |                              | Subtotal: \$55,331.60            |
| Technology  |   |                              |                                  |
| Strategy  | Description of Resources  | Funding Source               | Available Amount                 |
| Provide reading software and training.  | Rading Plus and Learning Village software                                   | Title I                      | \$6,319.00                       |
|   |   |                              | Subtotal: \$6,319.00             |
| Professional Development  |   |                              |                                  |
| Strategy  | Description of Resources  | Funding Source               | Available Amount                 |
| Provide a Reading Coach to provide training, model lessons and analyze data.      | Reading resource coach  | Title I and Operating Budget | \$48,442.50                      |
| Provide outside consultant to assist classroom teachers through observation.      | Consultant  | Title I                      | \$10,000.00                      |
|   |   |                              | Subtotal: \$58,442.50            |
| Other   |   |                              |                                  |
| Strategy  | Description of Resources  | Funding Source               | Available Amount                 |
| Provide transportation for extended day learning opportunities.                   | Palm Tran   | Title I                      | \$2,500.00                       |
| Complete reading series for student availability and provide classroom libraries. | Reading series and novels   | Title I                      | \$3,003.90                       |
| provide additional materials to increase professional development opportunities   | student portfolio supplies, management tools, paper and ink for EDW reports | Title I                      | \$4,600.00                       |
|   |   |                              | Subtotal: \$10,103.90            |
|   |   |                              | <b>Grand Total: \$130,197.00</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.<br>CELLA Goal # 1:  | Students are expected to achieve 90% proficiency in listening/speaking. |

2012 Current Percent of Students Proficient in listening/speaking:

In 2012, 86% (19) of students achieved proficiency in Listening/Speaking

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 | Most students do not speak English at home. | Immerse students in English speaking academic environment. | Classroom teachers                            | Administrative observations                         | Classroom observation notations |

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:

37% of students will achieve proficiency in reading

2012 Current Percent of Students Proficient in reading:

In 2012 32% (7) students achieved proficiency 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 | Because English is not their first language, students are intimidated by the amount of English text. | Differentiated instruction will be used to modify the text into a more comprehensible format. | Classroom teachers, Reading Coach             | Administrative observation                          | Lesson plan tracking form |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

60% of students will achieve a Level 3 or higher on FCAT Writes.

2012 Current Percent of Students Proficient in writing:

In 2012, 50% (11) students achieved proficiency 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                       |
|---|---|--|---|--|---------------------------------------|
| 1 | Students are more accustomed to writing in their native language. | Use Palm Beach Writes practice tests, which will be revised to increase writing proficiency. | Classroom teacher and Assistant Principal     | Classroom teacher scoring and grading of writing practice tests. | Monitoring EDW writing based reports. |

CELLA Budget:

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

End of CELLA Goals

# Florida Alternate Assessment High School Mathematics Goals

\* 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.<br><br>Mathematics 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 mathematics.<br><br>Mathematics 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   |          |   |   |                 |

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.<br><br>Mathematics Goal #3: |                                     |
| 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                                       |          |   |   |                 |

## 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.<br>Algebra Goal #1: | Our goal is to achieve 64% mastery of students reading at Level 3 or above. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| In 2012 54% (139) of students achieved a level 3 on their Algebra EOC.     | Expected level of performance is 64% mastery for 2013.                      |

|   |   |  |   |   |                     |
|---|---|--|---|---|---------------------|
| Problem-Solving Process to Increase Student Achievement |   |  |   |   |                     |
|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool     |
| 1   | Students are entering class with low level mathematical skills. | Teachers will use remediation and scaffold with new information as students solidify their basic skills. | Classroom teacher, Assistant Principal        | Teacher assessment and evaluation tool.             | EOC practice tests. |

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

|  |   |
|--|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br>Algebra Goal #2: | 13% of students will achieve a Level 4 or above on the Algebra 1 EOC. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:                                   |
| In 2012, 8% of students achieved a Level 4 or high in Algebra.                             | 13% of students will achieve a Level 4 or above on the Algebra 1 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 | Students have not learned practical applications of mathematical skills. | Teachers will use real world examples to scaffold with new information as students solidify their basic skills. | Classroom teacher, Assistant Principal | Teacher assessment and evaluation tool. | EOC practice tests. |
|---|--|---|--|---|---------------------|

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

|  |  |           |           |           |           |           |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Algebra Goal #   |           |           |           |           |           |
|  | Reduce the achievement gab by 10% per year for the next six years. |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  |  |           |           |           |           |           |

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:

|   |  |
|---|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3B: | Expected level of performance will increase by 5% in each listed subgroup. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| White-83% (24), Black 64% (70), Hispanic-56% (55), Asian-100% (3), Am. Indian 25% (1)   | Expected level of performance will increase by 5% in each listed subgroup. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool     |
|---|---|---|---|---|---------------------|
| 1 | Students are entering class with varying levels of mathematical skills. | Teachers will use cooperative learning and scaffold with new information as students solidify their basic skills. | Classroom Teacher, Assistant Principal        | Teacher assessment and evaluation tools.            | EOC practice tests. |

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

|   |                                     |
|---|-------------------------------------|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3C: | Goal...                             |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
| In 2012 70% (16) of ELL students achieved Level 3 and above on the Algebra EOC.                           | 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 subgroup:

|  |  |
|--|--|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3D: | Expected level of performance will be 49%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:        |
| In 2012 44% (15) Students with Disabilities (SWD) were proficient on the Algebra 1 EOC                     | Expected level of performance will be 49%. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                                    |
|---|--|---|---|---|--|
| 1 | Students with disabilities require modifications for success in mathematics. | Teachers will follow IEPs to insure that adequate modifications are made. | Classroom Teacher, ESE Coordinator            | Classroom evaluation and IEP reviews.               | Algebra 1 EOC practice tests, EDW historical data. |

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

|   |   |
|---|---|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.<br><br>Algebra Goal #3E: | In 2013 69% of Economically Disadvantaged students will achieve Level 3 and above on the Algebra 1 EOC. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| In 2012 64% (123) of Economically Disadvantaged students achieved Level 3 and above on the Algebra 1 EOC.     | In 2013 69% of Economically Disadvantaged students will achieve Level 3 and above on the Algebra 1 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 | Students have higher mathematical abilities than their parents/guardians. | Provide extended day learning opportunities for the economically disadvantaged. | Classroom teacher and tutor, Assistant Principal | Classroom diagnostic and follow up tests.           | Algebra 1 EOC practice tests, EDW historical data. |

*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.<br><br>Geometry 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. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br><br>Geometry 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   |          |   |   |                 |

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

|  |                           |                      |                      |                      |                      |
|--|---------------------------|----------------------|----------------------|----------------------|----------------------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Geometry Goal #           |                      |                      |                      |                      |
|  | 3A : <input type="text"/> |                      |                      |                      |                      |
| Baseline data 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"/> |

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 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 subgroup:

|   |                                     |
|---|-------------------------------------|
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry.<br><br>Geometry Goal #3E: |                                     |
| 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   |          |   |   |                 |

*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 |
|---|---------------------|--|--|--|---|---|
| Emerging Trends in Education  | 9-12                | Assistant Principal, Testing Coordinator | Department Liaison, Math instructors                               | Learning Team Meetings held monthly.   | Ovservations, Teacher surveys through PLC | Department Liaison and Assistant Pricipal     |
| Best Practices, Lesson Studies  | 9-12                | Department Liaison                       | Math Teachers  | Monthly  | Classroom observations, Teach surveys     | Assistant Pricipal and Department Liaison     |
| Data Chats that address subgroups, training ohow to disaggregate data | 9-12                | Assistant Principal, Testing Coordinator | Math, Language Arts, Schience and Social Studies                   | 4 times a year   | Conversations between teacher and student | Assistant Principal                           |

Mathematics Budget:

Evidence-based Program(s)/Material(s)

| Strategy                             | Description of Resources  | Funding Source | Available Amount               |
|--------------------------------------|---|----------------|--------------------------------|
| Classroom Instruction                | Classroom manipulatives, calculators, student white boards, tutoring supplies | Title I        | \$3,000.00                     |
| Extended day learning opportunities. | Part time instructors   | Title I        | \$3,229.00                     |
|                                      |   |                | Subtotal: \$6,229.00           |
| <b>Technology</b>                    |   |                |                                |
| 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               |
| No Data                              | No Data   | No Data        | \$0.00                         |
|                                      |   |                | Subtotal: \$0.00               |
|                                      |   |                | <b>Grand Total: \$6,229.00</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.<br>Biology Goal #1:   |  | 40% of students will achieve at level 3 or above.            |   |  |   |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:                          |   |  |   |
| N/A  |  | 40% of students will achieve at level 3 or above.            |   |  |   |
| 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  | Scope and Sequence misaligned with student needs | DIL will meet with Science Department to help align calendar | Assistant Principal, DIL                      | Monitor student progress through classroom assessments, classroom observations | Classroom Assessments, Biology EOC practice tests, data chats with teachers |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 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.<br>Biology Goal #2:   |  | 8% of students will achieve at level 4 or above. |  |  |  |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:              |  |  |  |
| N/A  |  | 8% of students will achieve at level 4 or above. |  |  |  |



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 |
|--|---------------------|---|--|--|--|---|
| Scope and Swquence, Data Chats, Essential Labs, Enrichment | 9-12                | QA  | Science Teachers   | Monthly Learning Team Meetings and Department Meetings                         | Classroom observations, Ongoing professional development trainings | Assistant Principal                           |
| PLC-Lesson Studies   | 9-12                | Department Liaison                              | Science Teachers   | Monthly  | Teacher surveys, Observations                                      | Assistant Principal                           |
| Data Chats to target subgroups                             | 9-12                | Assistant Principal                             | Science Teachers   | 4 times a year   | Teacher/student conversations                                      | Assistant Principal                           |
| Reading, writing and vocabulary                            | 9-12                | Reading Coach, teachers and Assistant Principal | Science Teachers   | Monthly  | Classroom modeling, observations, and data chats                   | Reading Coach and teachers.                   |
| Emerging Trends in Education                               | 9-12                | Reading Coach                                   | All Teachers   | During LTN meetings  | Teacher professional development logs and assignments              | Reading Coach                                 |

Science Budget:

| Evidence-based Program(s)/Material(s) |   |                              |                       |
|---------------------------------------|---|------------------------------|-----------------------|
| Strategy                              | Description of Resources                                      | Funding Source               | Available Amount      |
| Classroom instruction                 | Classroom manipulatives, lab materials, enrichment activities | Title I and Operating Budget | \$10,942.00           |
| Extended learning opportunities       | Part time instructors   | Title I                      | \$3,229.00            |
|                                       |   |                              | Subtotal: \$14,171.00 |
| 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: \$14,171.00 |

End of Science Goals

## Writing Goals

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

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

|   |   |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | In 2013, 91% will achieve Level 3 or above. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:         |
| In 2012 89% (231) at level 3 and above  | In 2013, 91% will achieve Level 3 or above. |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring                   | Process Used to Determine Effectiveness of Strategy                           | Evaluation Tool  |
|---|---|--|---|---|--|
| 1 | Students have not received adequate instruction in grammatical structures.      | Teachers will include writing instruction twice a week throughout year, focusing on best practices | Reading Coach, DIL, AP  | Classroom observations, data from Palm Beach Writes and classroom assessments | Palm Beach Writes, Lesson Plans (monitored by DIL) Coaching observations |
| 2 | Two first year teachers are responsible for preparing students for FCAT Writes. | New teachers will receive individualized coaching to prepare for student success in writing.       | District/Charter School Writing Specialist, Assistant Principal | Data from Palm Beach Writes and classroom assessments                         | Palm Beach Writes, Lesson Plans (monitored by DIL) Coaching observations |

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

|  |                                     |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>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 teachers will be trained to accurately score FCAT Writes practice tests.       | 9,10 Language Arts  | District/Charter School Writing Specialist | All 9th and 10th grade Language Arts Teachers                     | Monthly Learning Team Meetings   | Analyze EDW writing reports and actual Palm Beach Writes essays. | Assistant Principal                           |
| All faculty will be trained in how they can best support the School-wide writing plan. | 9-12                | District/Charter School Writing Specialist | School-wide   | Monthly Learning Team Meetings   | Evaluate writing in content areas.                               | Assistant Principal                           |

Writing Budget:

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S.

| History.  |          |   |   |                 |
|---|----------|---|---|-----------------|
| U.S. History Goal #1:                                   |          |   |   |                 |
| 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. 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           |
|                                       |                          |                | <b>Grand Total: \$0.00</b> |

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   |                     | Improve student attendance through increased motivation in alignment with our school's mission statement. |   |   |                 |
| Attendance Goal #1:   |                     |   |   |   |                 |
| 2012 Current Attendance Rate:   |                     | 2013 Expected Attendance Rate:  |   |   |                 |
| Attendance rate for 2012 was 83%.   |                     | 2013 Expected attendance rate is 85%.   |   |   |                 |
| 2012 Current Number of Students with Excessive Absences (10 or more)  |                     | 2013 Expected Number of Students with Excessive Absences (10 or more)                                     |   |   |                 |
| In 2012, 225 students had excessive absences.   |                     | We will reduce this number by 40-50% in 2013.   |   |   |                 |
| 2012 Current Number of Students with Excessive Tardies (10 or more)   |                     | 2013 Expected Number of Students with Excessive Tardies (10 or more)                                      |   |   |                 |
| In 2012, 466 students had excessive tardies.  |                     | We will reduce this number by 40-50% in 2013.   |   |   |                 |
| Problem-Solving Process to Increase Student Achievement   |                     |   |   |   |                 |
|   | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|   | Students may not be | Teachers will provide   | Teachers, DIL,                                | Monitor attendance and                              | Attendance data |

|   |                            |   |                  |   |  |
|---|----------------------------|---|------------------|---|--|
| 1 | motivated to attend school | individual attention to attendance matters through data chats | Student Services | report deficiencies to student services |  |
|---|----------------------------|---|------------------|---|--|

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 |
|--|---------------------|----------------------------------|---|--|--|---|
| Importance of attendance record keeping. | 9-12                | Assistant Principal              | School wide   | August and September   | Analyzing GradeQuick data on student attendance. | Data Processor and Administration             |

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<br>Suspension Goal # 1:   | South Tech works hard to find alternatives to out of school as well as in-school suspensions. There was a reduction in In-school and out-of-school suspensions. |
| 2012 Total Number of In-School Suspensions  | 2013 Expected Number of In-School Suspensions   |

|   |  |
|---|--|
| In 2012 there were 69 in-school suspensions.            | 50% reduction in in-school suspensions to 35.            |
| 2012 Total Number of Students Suspended In-School       | 2013 Expected Number of Students Suspended In-School     |
| In 2012 there were 58 students suspended in-school.     | In 2013 a 50% reduction to 27 is expected.               |
| 2012 Number of Out-of-School Suspensions                | 2013 Expected Number of Out-of-School Suspensions        |
| In 2012 there were 44 out-of-school suspensions.        | 50% reduction to 22                                      |
| 2012 Total Number of Students Suspended Out-of-School   | 2013 Expected Number of Students Suspended Out-of-School |
| In 2012 there were 40 students suspended out-of-school. | 50% reduction to 20                                      |

**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 | Teacher awareness of positive discipline strategies to prevent infractions | Provide SAFE SCHOOL sponsored Verbal Judo and anti-bullying training for all staff | Director of Operations and Dean of Student Services | Teacher surveys, monitor Student Services reports   | EDW Suspension Reports |

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

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

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

Suspension Budget:

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

|                                 |                          |                |                            |
|---------------------------------|--------------------------|----------------|----------------------------|
|                                 |                          |                | Subtotal: \$0.00           |
| <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           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

*End of Suspension 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:

|   |   |
|---|---|
| <p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> | <p>South Tech would like to increase parent involvement in school activities and decision-making. In FY11, several workshops were held for parents during the school day with minimal attendance, averaging between 0-15 attendees (0-1%). A parent night is scheduled for September 21, 2011 and another one is scheduled for November 10, 2011. Parents that attend board meetings provide input on the school wide program. We will continue to provide Title I information through our Title I coordinator through parent links, flyers, mail outs, Edline. We will encourage parents to participate in school decision making opportunities.</p> |
| 2012 Current Level of Parent Involvement:   | 2013 Expected Level of Parent Involvement:  |
| Current level of parent involvement is minimal. Our last parent meeting had a 2% attendance rate.   | Increase parent involvement to 50% in all mail-in surveys, and at least 4-5% at each workshop.  |

### 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 | Convenience and transportation may be a cause for low attendance. | Provide extra incentives, such as food from our culinary academy and vary topics for parent workshops. We will also vary times to increase attendance. | Parent Liaison                                | Monitor attendance at parent meetings.                         | Sign in sheets, surveys.                    |
| 2 | Parents may not be aware of students progress in school           | Share Data Chat information with parents via parent/teacher conferences, edline, phone links and through guidance counselors                           | AP, Guidance, Teachers                        | Parent contact is recorded by teachers and guidance counselors | Feedback and surveys from parents and staff |
| 3 | Transportation  | We will inform parents of bus schedules.   | Parent Liaison                                | Monitor attendance at parent trainings                         | Sign in sheets and evaluations.             |
|   | Language barrier may intimidate parents and                       | Provide mailings in Spanish and Haitian  | Parent Liason                                 | Monitor attendance and evaluations                             | Sign-in sheets and evaluations              |



|    |   |   |                                    |   |  |
|----|---|---|------------------------------------|---|--|
| 4  | discourage attendance   | Creole. Provide translators at parent trainings.  |                                    |   |  |
| 5  | Low parental involvement may hinder student achievement                                     | Provide notice of opportunities for parents to participate in decision making through Board Meetings, Input/Review of SIP and Title I Compact. Notice given through school website, Edline, mailings and parent-link phone message system. Title I Policy/Plan and compact will be discussed on October 13th, 2011. | Parent Liaison                     | Monitor parent participation                              | Sign-In sheets and feedback  |
| 6  | Sources must be located to provide extra support for student tutorials and parent workshops | Continue to work with our existing business partners and actively foster new business partnerships to provide support and incentives  | Parent Liaison, Board of Directors | Monitor donations from business partners                  | Student attendance at tutorials; donation letters to business partners |
| 7  | Transportation may be a cause for low attendance  | Provide a Guidance Counselor to work with seniors and provide information to parents through fliers, letters, parent conferences and parent workshops   | Parent Liaison                     | Monitor attendance at parent meetings                     | Sign-in sheets, surveys  |
| 8  | Limited technology  | Edline, school's website and student handbooks.   | Parent Liaison                     | Monitoring Edline and School website                      | Edline   |
| 9  | Lack of feed-back from partents   | Provide an annual survey for all parents at the end of the year. The results will be discussed by our SAC for future school improvements.   | Parent Liaison                     | Discussion with SISC                                      | Survey Results, Minutes from SAC meeting                               |
| 10 | Community Involvement   | Provide a Volunteer Program that can be accessed through the School Website. Encourage Business Community members to actively participate on our Governing Board, Advisory Commitee meetings. Supported Employment is a program that was implemented as another way to have our students involved in the community. | Parent Liaison and teacher(s)      | Monitor attendance at SISC and Advisory Commitee Meetings | Sign-in sheets and Minutes   |

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         |
| Parent Liaison   | Relay communication between school and families | Title I        | \$13,994.00              |
| Provide notice of opportunities for parent participation | Printed materials, postage, parent workshops    | Title I        | \$4,300.00               |
|  |   |                | Subtotal: \$18,294.00    |
| 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: \$18,294.00 |

*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<br>CTE Goal #1:  |                     |                       | Increase performance on industry certification tests. |   |                  |
| 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  |
|   | Limited funding for | Solicit donations and | Principal   | Administer surveys to                               | Teacher surveys, |

|   |   |                                |  |  |                              |
|---|---|--------------------------------|--|--|------------------------------|
| 1 | continual upgrading of technology needed. | grants to enhance instruction. |  | determine satisfaction of industry requirements. | Industry Certification tests |
|---|---|--------------------------------|--|--|------------------------------|

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)

No Additional Goal was submitted for this school

# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |   |   |                              |                           |
|---------------------------------------|---|---|------------------------------|---------------------------|
| Goal                                  | Strategy  | Description of Resources  | Funding Source               | Available Amount          |
| Reading                               | Provide extended day learning opportunities for non-proficient students.          | Part-time instructors   | Title I                      | \$3,229.00                |
| Reading                               | Provide additional reading specific instructors.                                  | Reading teachers  | Title I and Operating Budget | \$52,102.60               |
| Mathematics                           | Classroom Instruction   | Classroom manipulatives, calculators, student white boards, tutoring supplies | Title I                      | \$3,000.00                |
| Mathematics                           | Extended day learning opportunities.  | Part time instructors   | Title I                      | \$3,229.00                |
| Science                               | Classroom instruction   | Classroom manipulatives, lab materials, enrichment activities                 | Title I and Operating Budget | \$10,942.00               |
| Science                               | Extended learning opportunities   | Part time instructors   | Title I                      | \$3,229.00                |
| Parent Involvement                    | Parent Liaison  | Relay communication between school and families                               | Title I                      | \$13,994.00               |
| Parent Involvement                    | Provide notice of opportunities for parent participation                          | Printed materials, postage, parent workshops                                  | Title I                      | \$4,300.00                |
|                                       |   |   |                              | Subtotal: \$94,025.60     |
| Technology                            |   |   |                              |                           |
| Goal                                  | Strategy  | Description of Resources  | Funding Source               | Available Amount          |
| Reading                               | Provide reading software and training.  | Rading Plus and Learning Village software                                     | Title I                      | \$6,319.00                |
|                                       |   |   |                              | Subtotal: \$6,319.00      |
| Professional Development              |   |   |                              |                           |
| Goal                                  | Strategy  | Description of Resources  | Funding Source               | Available Amount          |
| Reading                               | Provide a Reading Coach to provide training, model lessons and analyze data.      | Reading resource coach  | Title I and Operating Budget | \$48,442.50               |
| Reading                               | Provide outside consultant to assist classroom teachers through observation.      | Consultant  | Title I                      | \$10,000.00               |
|                                       |   |   |                              | Subtotal: \$58,442.50     |
| Other                                 |   |   |                              |                           |
| Goal                                  | Strategy  | Description of Resources  | Funding Source               | Available Amount          |
| Reading                               | Provide transportation for extended day learning opportunities.                   | Palm Tran   | Title I                      | \$2,500.00                |
| Reading                               | Complete reading series for student availability and provide classroom libraries. | Reading series and novels   | Title I                      | \$3,003.90                |
| Reading                               | provide additional materials to increase professional development opportunities   | student portfolio supplies, management tools, paper and ink for EDW reports   | Title I                      | \$4,600.00                |
|                                       |   |   |                              | Subtotal: \$10,103.90     |
|                                       |   |   |                              | Grand Total: \$168,891.00 |

School-level Differentiated Accountability Compliance

|                                   |                                |                                  |                             |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> NA |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|

Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 8/30/2012)

## 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.



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

| 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<br>SOUTH TECH ACADEMY<br>2010-2011 |          |           |         |         |                     |   |
|---|----------|-----------|---------|---------|---------------------|---|
|   | Reading  | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)             | 29%      | 75%       | 88%     | 34%     | 226                 | 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                           | 36%      | 73%       |         |         | 109                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                | 42% (NO) | 53% (YES) |         |         | 95                  | 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  |          |           |         |         | 440                 |   |
| Percent Tested = 99%  |          |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |          |           |         |         | D                   | Grade based on total points, adequate progress, and % of students tested  |

| Palm Beach School District<br>SOUTH TECH ACADEMY<br>2009-2010 |          |           |         |         |                     |   |
|---|----------|-----------|---------|---------|---------------------|---|
|   | Reading  | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)             | 33%      | 74%       | 86%     | 32%     | 225                 | 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                           | 44%      | 79%       |         |         | 123                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                | 42% (NO) | 73% (YES) |         |         | 115                 | 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  |          |           |         |         | 473                 |   |
| Percent Tested = 99%  |          |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |          |           |         |         | B                   | Grade based on total points, adequate progress, and % of students tested  |