



## 2013-2014 SCHOOL IMPROVEMENT PLAN

### Everglades Preparatory Academy

360 E MAIN ST  
Pahokee, FL 33476  
561-924-3002

### School Demographics

<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 100%

### School Grades History

<b>2013-14</b> NOT GRADED	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>
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### SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

**School-Level Information**

**School**

Everglades Preparatory Academy

**Principal**

Edna Stephens

**School Advisory Council chair**

Emilia Fanjul

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
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Edna Stephens	Principal
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**District-Level Information**

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

- Emilia Fanjul - Chair
- Alex Borell - Treasurer
- Robin Azqueta - Member
- Vivian White - Member
- Angela Pope - Member
- Leiga Woodham - Member

**Involvement of the SAC in the development of the SIP**

- \* Reviewing school performance data on:
  1. Attendance
  2. Academics
  3. Discipline
- \* To make recommendations for school improvement.
- \*To give feedback on final product.

**Activities of the SAC for the upcoming school year**

- \* To conduct monthly meetings.
- \* To review data and discuss strategies for improvement.
- \* To make recommendations for budget expenditures.

**Projected use of school improvement funds, including the amount allocated to each project**

We are a charter school, therefore, we do not have separate school improvement funds.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Edna Stephens**

Principal

Years as Administrator: 6

Years at Current School: 2

**Credentials**

Administration and Supervision -All Level;BA in Elementary Education ;MA in Curriculum and Instruction.

**Performance Record**

Effective

**0**

Asst Principal

Years as Administrator:

Years at Current School:

**Credentials**

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based Areas	Years as Coach: [none selected]	Years at Current School:
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

**# of classroom teachers**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

50%

**# certified in-field**

4, 100%

**# ESOL endorsed**

1, 25%

**# reading endorsed**

2, 50%

**# with advanced degrees**

1, 25%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

3, 75%

**# with 6-14 years of experience**

0, 0%

**# with 15 or more years of experience**

1, 25%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

## # receiving effective rating or higher

(not entered because basis is < 10)

### Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- \* Teachers received a bonus for the 2013/14 school year. (Principal responsible)
- \* Out of area teachers received a gas stipend for the 2013/14 school year. (Principal responsible)
- \* Vacancies are reported to the PB School district Human Resources Department.

### Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

- \* Principal will conduct classroom walk-throughs on a consistent basis.
- \* Teachers and administrators met during the pre-school planning days to conduct mentoring activities.
- \* Principal will use the Marzano evaluation process.
- \* Teachers will conduct collaborative planning activities for classroom management and instruction.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Teachers and staff will develop a data-based process (using EDW and in-house data) to monitor and implement effective strategies as relates to instruction, teacher support, small group, and individual student needs.

#### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Ms. Tate - Identifies students with individual and special needs.  
Mr. Brown - Access and in-puts data into the EDW data-base.  
Mc. - identifies professional development needs to create a professional learning environment.  
Ms. Kay - Conducts progress monitoring of identified students.

#### Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

- \* Team will meet at-least twice a month or on an as need basis.
- \* Team members will address specific areas of their responsibilities as relates to the MTSS and SIP.
- \* Team members will review assessment data throughout the year.
- \* Team members will make adjustments to instruction when data has been analyzed.



**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- \* District Diagnostic data in Reading, math, and writing.
- \* District EDW data-base.
- \* In-house assessments using Core-K12.
- \* Monthly Writing assessments.
- \* Daily teacher observations and feedback.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be provided during training days and common planning times throughout the year. Parent training will take place during evening hours on a once a month or as needed basis.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 48

Students will be allowed to attend a Saturday School session twice a month. During this session, students will work on core academic instruction using the APEX on-line learning system.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected through the data assessment component of the APEX learning system.

**Who is responsible for monitoring implementation of this strategy?**

Teachers will monitor student progress and performance via the APEX teacher view section of APEX learning.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Edna Stephens	Principal
Keith Brown	Reading Teacher
Mr. C	Reading Teacher

**How the school-based LLT functions**

The LLT functions as an instructional resource for adopting and in-putting Reading throughout all content areas. The LLT is lead by the principal and includes all Reading teachers, and other academic subject teachers. Each teacher will receive data and other information to enhance their instructional effectiveness.

### **Major initiatives of the LLT**

Implementing a computer based Reading program school-wide. Implementing a Saturday tutoring program.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Teachers will receive data related to Reading performances and expectations during pre-school days and monthly meetings. All teachers will be trained on reading strategies and common word walls on a monthly basis. All teachers will use the reading passages of the Core-K12 in their instructional areas.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

The school administrator encourages students to take dual enrollment courses, the SAT, ACT, and other career related activities.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Each student is counseled on their course targets and goal setting for the school year. Students will receive career and tech presentations twice a year from a Palm Beach State College representative.

### **Strategies for improving student readiness for the public postsecondary level**

We will encourage students to dual enroll in college classes. We will engage students and parents in conversations regarding their post-secondary plans. Teachers and counselors will review charts tracking their graduation requirements.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	6%	No	49%
American Indian				
Asian				
Black/African American	43%	6%	No	49%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	46%	6%	No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	7%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	3%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	8%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	5%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		4%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	32%	50%	Yes	39%
American Indian				
Asian				
Black/African American	32%	50%	Yes	39%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	32%	50%	Yes	39%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	6%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	6%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	10%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	45%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	16%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

### High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	5%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	5%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators	0		5
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

### Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	0%

### Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	3%	2%
Students in ninth grade with one or more absences within the first 20 days	3	50%	10%
Students in ninth grade who fail two or more courses in any subject	2	33%	20%
Students with grade point average less than 2.0	15	21%	15%
Students who fail to progress on-time to tenth grade	2	33%	20%
Students who receive two or more behavior referrals	10	20%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	10	20%	15%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	6	20%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	3	28%	82%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	7	24%	20%

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

We would like to have 75% of current parents to regularly attend parent meetings and other school related activities.

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents attending Parent Meetings	45	70%	75%

### Area 10: Additional Targets

#### Additional targets for the school



### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** 52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.
- G2.** Writing proficiency (3.5 & above) will increase by 6% in 2014
- G3.** The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%

## Goals Detail

**G1.** 52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- The Algebra 1 teacher will use the ECO Algebra 1 books to teach the course.

### Targeted Barriers to Achieving the Goal

- Low student motivation. Student ability to process information.

### Plan to Monitor Progress Toward the Goal

Through an in-school process of data collection and observation.

### Person or Persons Responsible

The math teacher

### Target Dates or Schedule:

on a daily basis

### Evidence of Completion:

APEX data, EDW data, TERMS

**G2.** Writing proficiency (3.5 & above) will increase by 6% in 2014

### Targets Supported

- Writing

### Resources Available to Support the Goal

- A pull-out Writing teacher is available to provide Writing instruction.

### Targeted Barriers to Achieving the Goal

- Low student motivation. Low vocabulary.

### Plan to Monitor Progress Toward the Goal

Palm Beach Writes assessments

**Person or Persons Responsible**

Teachers of Writing and Reading

**Target Dates or Schedule:**

From the monthly writing assessment

**Evidence of Completion:**

Palm Beach writes data on EDW

### G3. The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%

**Targets Supported**

**Resources Available to Support the Goal**

- Teachers will use technology (document cameras, projectors, lap-top computers,) to engage students in the learning process. One additional teacher will complete the Reading Endorsement.

**Targeted Barriers to Achieving the Goal**

- Student attendance, Low reading and critical thinking skills, Low Vocabulary and comprehension skills.

### Plan to Monitor Progress Toward the Goal

Attendance and Reading skills

**Person or Persons Responsible**

Principal and staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Attendance rosters and EDW

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.

**G1.B1** Low student motivation. Student ability to process information.

**G1.B1.S1** The teacher will use instructional videos and other materials to engage students. Also, the math teacher will use an on-line Math curriculum to enhance student development in Math.

#### **Action Step 1**

Materials will be purchased for instruction. Teacher will use them on a daily basis. Also the Math teacher will use the online APEX curriculum to support student learning.

#### **Person or Persons Responsible**

Principal and Math Teacher

#### **Target Dates or Schedule**

on a daily basis

#### **Evidence of Completion**

Classroom walk-throughs and observations.

#### **Facilitator:**

An APEX consultant trained the teachers on all applications of APEX for student learning.

#### **Participants:**

All teachers

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

The purchase of instructional videos and grade level materials.

#### **Person or Persons Responsible**

Principal and Math Teacher

#### **Target Dates or Schedule**

On a daily basis

#### **Evidence of Completion**

Lesson Plans, Classroom walk-throughs, teacher evaluations

## Plan to Monitor Effectiveness of G1.B1.S1

Strategy will be monitored via student and teacher performance.

### Person or Persons Responsible

Principal and Math Teacher

### Target Dates or Schedule

On a daily basis

### Evidence of Completion

Classroom walk-throughs, teacher will observe student work and participation

## G2. Writing proficiency (3.5 & above) will increase by 6% in 2014

### G2.B1 Low student motivation. Low vocabulary.

**G2.B1.S1** To provide consistent practice in writing. Each student will spend a portion of their week with a writing specialist in a small group session.

### Action Step 1

To use prompts provided by the school district for student practice on essay writing.

### Person or Persons Responsible

Pull-out Writing and Reading teachers

### Target Dates or Schedule

Daily basis

### Evidence of Completion

Formal and Informal Writing assessments

### Facilitator:

The school district assessment department

### Participants:

Writing Specialist and the Principal

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Students will practice writing skill daily.

#### **Person or Persons Responsible**

Writing Pull-out Teacher and Reading Teachers.

#### **Target Dates or Schedule**

On a daily basis

#### **Evidence of Completion**

EDW and informal data review

### **Plan to Monitor Effectiveness of G2.B1.S1**

Students will practice writing skills on a daily basis.

#### **Person or Persons Responsible**

Pull-out Writing and Reading Teacher

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Informal data and EDW data

**G3.** The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%

**G3.B1** Student attendance, Low reading and critical thinking skills, Low Vocabulary and comprehension skills.

**G3.B1.S1** For attendance we plan to offer incentives based on positive school attendance. For reading and thinking skills we plan to challenge students on in-class assignments. Consistently give students academic attention due to smaller class-size. For Vocabulary and reading comprehension we will conduct pull out sessions for all students and practice vocab and comprehension exercises twice a week.

**Action Step 1**

Attendance monitoring and outreach. The Parent Liaison will monitor student attendance and communicate with parents of students with low attendance rates.

**Person or Persons Responsible**

Parent Liaison

**Target Dates or Schedule**

On a daily basis

**Evidence of Completion**

Monitor student attendance data on daily attendance sheets and the attendance board.

**Facilitator:**

District Title I Department Parent Liaison Trainings

**Participants:**

Parent Liaison

## Action Step 2

Conduct Reading sessions that focus on specific reading skills (decoding, fluency, vocabulary, and comprehension). Also, use the on-line iReady Reading program.

### Person or Persons Responsible

2 Reading teachers

### Target Dates or Schedule

Twice a week

### Evidence of Completion

Practice FCAT data, daily practice materials and results, and the iReady program data

### Facilitator:

District Reading Endorsement classes (for the 2 reading endorsed teachers), and the iReady reading program training for all teachers.

### Participants:

All teachers

## Plan to Monitor Fidelity of Implementation of G3.B1.S1

Attendance and reading skills.

### Person or Persons Responsible

The principal and staff

### Target Dates or Schedule

On a daily basis

### Evidence of Completion

EDW reports, APEX data, and daily attendance rosters.



## Plan to Monitor Effectiveness of G3.B1.S1

Attendance and reading skills

### **Person or Persons Responsible**

Principal and staff

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

EDW and attendance rosters

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Our Title I funds are used to support parent involvement activities, tutoring initiatives, instructional materials and supplies, and a part-time parent liaison position. We have also purchased technology for instruction.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** 52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.

**G1.B1** Low student motivation. Student ability to process information.

**G1.B1.S1** The teacher will use instructional videos and other materials to engage students. Also, the math teacher will use an on-line Math curriculum to enhance student development in Math.

### PD Opportunity 1

Materials will be purchased for instruction. Teacher will use them on a daily basis. Also the Math teacher will use the online APEX curriculum to support student learning.

#### Facilitator

An APEX consultant trained the teachers on all applications of APEX for student learning.

#### Participants

All teachers

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Classroom walk-throughs and observations.

**G2. Writing proficiency (3.5 & above) will increase by 6% in 2014**

**G2.B1 Low student motivation. Low vocabulary.**

**G2.B1.S1** To provide consistent practice in writing. Each student will spend a portion of their week with a writing specialist in a small group session.

**PD Opportunity 1**

To use prompts provided by the school district for student practice on essay writing.

**Facilitator**

The school district assessment department

**Participants**

Writing Specialist and the Principal

**Target Dates or Schedule**

Daily basis

**Evidence of Completion**

Formal and Informal Writing assessments

**G3.** The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%

**G3.B1** Student attendance, Low reading and critical thinking skills, Low Vocabulary and comprehension skills.

**G3.B1.S1** For attendance we plan to offer incentives based on positive school attendance. For reading and thinking skills we plan to challenge students on in-class assignments. Consistently give students academic attention due to smaller class-size. For Vocabulary and reading comprehension we will conduct pull out sessions for all students and practice vocab and comprehension exercises twice a week.

**PD Opportunity 1**

Attendance monitoring and outreach. The Parent Liaison will monitor student attendance and communicate with parents of students with low attendance rates.

**Facilitator**

District Title I Department Parent Liaison Trainings

**Participants**

Parent Liaison

**Target Dates or Schedule**

On a daily basis

**Evidence of Completion**

Monitor student attendance data on daily attendance sheets and the attendance board.

**PD Opportunity 2**

Conduct Reading sessions that focus on specific reading skills (decoding, fluency, vocabulary, and comprehension). Also, use the on-line iReady Reading program.

**Facilitator**

District Reading Endorsement classes (for the 2 reading endorsed teachers), and the iReady reading program training for all teachers.

**Participants**

All teachers

**Target Dates or Schedule**

Twice a week

**Evidence of Completion**

Practice FCAT data, daily practice materials and results, and the iReady program data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.	\$2,428
G2.	Writing proficiency (3.5 & above) will increase by 6% in 2014	\$500
G3.	The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%	\$4,866
Total		\$7,794

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I and school funds	\$2,428	\$2,428
Title I	\$5,366	\$5,366
Total	\$7,794	\$7,794

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** 52% of students will score proficient (level 3 & above) on the Algebra 1 EOC.

**G1.B1** Low student motivation. Student ability to process information.

**G1.B1.S1** The teacher will use instructional videos and other materials to engage students. Also, the math teacher will use an on-line Math curriculum to enhance student development in Math.

#### Action Step 1

Materials will be purchased for instruction. Teacher will use them on a daily basis. Also the Math teacher will use the online APEX curriculum to support student learning.

#### Resource Type

Evidence-Based Program

#### Resource

EOC Textbooks, Math videos (\$400), Computers (\$1,300); Professional Development Supplies such as copies, ink, pens, pencils, folders (\$728)

#### Funding Source

Title I and school funds

#### Amount Needed

\$2,428

**G2. Writing proficiency (3.5 & above) will increase by 6% in 2014**

**G2.B1 Low student motivation. Low vocabulary.**

**G2.B1.S1** To provide consistent practice in writing. Each student will spend a portion of their week with a writing specialist in a small group session.

**Action Step 1**

To use prompts provided by the school district for student practice on essay writing.

**Resource Type**

Evidence-Based Program

**Resource**

Classroom supplies (ink, paper, folders, binders, comp books, and copies) \$500

**Funding Source**

Title I

**Amount Needed**

\$500

**G3.** The percentage of students scoring proficient on Reading FCAT 2.0 will increase by 2%

**G3.B1** Student attendance, Low reading and critical thinking skills, Low Vocabulary and comprehension skills.

**G3.B1.S1** For attendance we plan to offer incentives based on positive school attendance. For reading and thinking skills we plan to challenge students on in-class assignments. Consistently give students academic attention due to smaller class-size. For Vocabulary and reading comprehension we will conduct pull out sessions for all students and practice vocab and comprehension exercises twice a week.

**Action Step 1**

Attendance monitoring and outreach. The Parent Liaison will monitor student attendance and communicate with parents of students with low attendance rates.

**Resource Type**

Evidence-Based Program

**Resource**

Parent Liaison (\$3,072)

**Funding Source**

Title I

**Amount Needed**

\$3,072

**Action Step 2**

Conduct Reading sessions that focus on specific reading skills (decoding, fluency, vocabulary, and comprehension). Also, use the on-line iReady Reading program.

**Resource Type**

Evidence-Based Program

**Resource**

Tutorial programs (tutors) \$1,794

**Funding Source**

Title I

**Amount Needed**

\$1,794