

2013-2014 SCHOOL IMPROVEMENT PLAN

Somerset Academy Charter High School
23255 SW 115TH AVE
Homestead, FL 33032
305-257-3737

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School Yes	Minority Rate 93%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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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

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

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

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

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

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

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

Somerset Academy Charter High School

Principal

Andreina Figueroa-Governing Board Kerri O'Sullivan

School Advisory Council chair

Karina Palomares

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

Name	Title
Kerri Maysonet	Principal
Maria Mongeotti	Assistant Principal
Robert Serna	Assistant Principal
Jennifer Desousa	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

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

- 1 Principal
- 3 Assistant Principals
- 5 Teachers, plus 1 alternate
- 5 Parents, plus 1 alternate
- 1 Student, plus 1 alternate
- 1 Educational support person, plus 1 alternate
- 3 Business/community representatives
- 1 Board of Directors

Involvement of the SAC in the development of the SIP

The involvement of the SAC in the development of this school improvement plan:

- Reviewed all applicable student performance data;
- Determined the students' needs and prioritize them;

- Recommended strategies to improve areas of need;
 - Assist in the preparation and evaluation of this School Improvement Plan;
 - Approved all ideas and recommendations for strategies for this school improvement plan
- Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

Activities of the SAC for the upcoming school year

- Somerset Academy Charter High's EESAC will develop, approve and monitor implementation of the School Improvement Plan.
- Reach out to the community to obtain more partnerships.
- Organized FCAT Family Night Event
- Sponsor drive to increase Parent Involvement.
- Assist school to create and analyze school climate surveys for parents and students.

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

Attendance Incentives \$350.00
FCAT Family Night \$350.00
FCAT Incentives \$700.00

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Classroom Teachers**# of classroom teachers**

19

receiving effective rating or higher

19, 100%

Highly Qualified Teachers

100%

certified in-field

12, 63%

ESOL endorsed

6, 32%

reading endorsed

3, 16%

with advanced degrees

5, 26%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 16%

with 6-14 years of experience

16, 84%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

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

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website teacherteacher.com and the school of choice office website to recruit new teachers. To retain teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

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

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.

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

The teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2013-2014 School Improvement Plan.

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

- Administrators: : Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
- Assistant Principal :Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: Ms. Lakisha Berry (9-12th grade Intensive Reading Teacher)-

Provide information about core instruction, participate in student data collection, deliver instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed. Christina Carbonell (10th -12th grade Language Arts teacher) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.

- SPED Teachers: Elizabeth Aguiar (SPED)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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

The leadership team members will meet bi-weekly with all teachers grades 9-12 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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

- Beginning of year: Baseline Assessment, prior year FCAT scores, and Progress Monitoring and Reporting Network.
- Midyear: Progress Monitoring: PMRN, District Interim Assessments.
- End of the year: FCAT, District Interim Assessments, and CELLA.

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

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

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: Extended Day for All Students**Minutes added to school year:** 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FCAT Saturdays beginning in January and ending the Saturday before the FCAT exams are administered.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interims to include Baseline, Winter, and Fall. We also administer FAIR three times a year in addition to ongoing formative assessments in preparation for all summative assessments such as FCAT and SAT. All faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction. The School's Leadership team also analyzes the data and conducts "Data Chats" with all respective teachers with accountability groups. Those teachers then conduct "Data Chats" with their students in order to set goals and track progress.

Who is responsible for monitoring implementation of this strategy?

LLT/MTSS/Rtl

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kerri O'Sullivan	Principal
Maria Mongeotti	Assistant Principal
Robert Serna	Assistant Principal
Jennifer M. DeSousa	Assistant Principal
Lakisha Berry	Teacher
Christina Carbonell	Teacher
Elizabeth Aguiar	SPED Teacher

How the school-based LLT functions

The LLT will meet bi-weekly during common planning and department meetings to address the following:

- Reading skills identified on the Instructional Focus Calendar.
- Debrief on the integration of reading on lesson plans.
- Identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

- The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

Major initiatives of the LLT

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge". The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

Every Teacher Contributes to Reading Instruction

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

As Somerset Academy Inc. transitions to the integration of ELA Common Core Standards, we are implementing cross-curricular planning in order to incorporate Reading and Writing skills in every content area. Our goal is to promote literacy across all disciplinary areas. Every grade level teacher will support student comprehension of assigned quarterly novels through bellwork activities and text-dependent questions. Every teacher will also be provided with an instructional focus calendar in Reading, so they can effectively address the reading skill in their subject area and monitor progress

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

During the 2013-2014 school year, Somerset Academy Charter High will hold student and parent conferences to talk about their future education and career goals so they are choosing the right type of classes to align with their future goals.

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

Students meet with their counselor beginning in 9th grade and throughout different points in the academic year to talk about their future education and career goals so they are provided the proper information and aides to help them achieve their goals. Some of the resources we will be providing to our students this year include the following:

- College Presentations throughout the school year
- College Fair for students to obtain information about different schools
- Career Day to learn about different jobs and fields of study
- College Workshop presentations to prepare students about college essays, applications, scholarships and resumes
- Financial Aid Presentation for parents and students to help them prepare for the FAFSA

Strategies for improving student readiness for the public postsecondary level

Somerset Academy Charter High is preparing its students for postsecondary transition by offering the mandated courses to comply with the State's graduation requirements. We also increased our encourage out students to take AP or Honors classes to challenge themselves by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding these classes and their postsecondary education plans. Each year our AP program grows with the number of students sign up for these classes and we keep adding more class options. We also offer

Dual Enrollment classes on campus at no cost or transportation to our students, so they have the opportunity to earn more college credits during their high school career.

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	55%	67%	Yes	60%
American Indian				
Asian				
Black/African American	62%	62%	Yes	66%
Hispanic	53%	68%	Yes	58%
White	65%		No	69%
English language learners	26%	40%	Yes	33%
Students with disabilities	48%		No	54%
Economically disadvantaged	52%	63%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	32%	34%
Students scoring at or above Achievement Level 4	60	33%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	92%

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)	32	82%	84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	56%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	59%	63%

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.		69%	72%

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	57	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	70%	71%	Yes	73%
American Indian				
Asian				
Black/African American				
Hispanic	67%	69%	Yes	70%
White				
English language learners	58%	44%	No	63%
Students with disabilities				
Economically disadvantaged	68%	66%	No	72%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		69%	72%
Students in lowest 25% making learning gains (EOC)		58%	62%

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.		56%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	51%	52%
Students scoring at or above Achievement Level 4	20	22%	23%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	39%	42%
Students scoring at or above Achievement Level 4	14	19%	20%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	62%	63%
Students scoring at or above Achievement Level 4	14	19%	20%

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	49	14%	13%
Students in ninth grade with one or more absences within the first 20 days	13	4%	2%
Students in ninth grade who fail two or more courses in any subject	16	16%	15%
Students with grade point average less than 2.0	41	12%	11%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	36	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	32	9%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	1%	1%
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)	62	95%	95%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	31	94%	94%

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

Title 1 School-Please see PIP

Specific Parental Involvement Targets

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

- G1.** Our goal for 2013-2014 FCAT 2.0 Reading is to maintain student proficiency on the FCAT 2.0 Reading from 67% to 69%.
- G2.** Our goal for the 2013-2014 FCAT 2.0 Writing is to increase student proficiency in writing from 70 % to 73 %.
- G3.** Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71%to 73%.
- G4.** Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.
- G5.** Our goal for the 2013-2014 school year is to increase student proficiency on the Algebra EOC 2014 from 51 % to 52%.
- G6.** Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.
- G7.** In the 2012-2013 Geometry EOC 30%(31) of students. Our goal for the 2013-2014 school year is to increase student proficiency by 2 % percentage points.
- G8.** US History Based on our baseline data which showed 0% proficiency for students, our goal is to increase student proficiency by 2 percentage points.
- G9.** Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase graduation rates.
- G10.** In the 2012-2013 Biology 1 EOC 62%(45) of students . Our goal for the 2013-2014 school year is to increase student proficiency by 1% percentage points.

Goals Detail

G1. Our goal for 2013-2014 FCAT 2.0 Reading is to maintain student proficiency on the FCAT 2.0 Reading from 67% to 69%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Reading Series Reading Plus Achieve 3000 Study Island

Targeted Barriers to Achieving the Goal

- As noted on the administration of the 2013 FCAT Reading Test, the White subgroup did not make satisfactory progress and demonstrated lack of satisfactory progress in Vocabulary, as well as, Literary Analysis in both fiction and non-fiction text. This subgroup did not make AMO.
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at Achievement Level 3 was Literary Analysis for Fiction and Non-Fiction text.
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Achievement Level 4 was Literary Analysis for Fiction and Non-Fiction text.
- The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students making learning gains was Literary Analysis of Fiction and Non-Fiction text.
- The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students in lowest 25% making learning gains (FCAT 2.0) was Literary Analysis of Fiction and Non-Fiction text.
- Students scoring proficient on the CELLA 2013 in Listening/Speaking will require additional opportunities in and out of the classroom to speak English.
- Students scoring proficient on the CELLA 2013 in the Reading will require additional opportunities in and outside of the classroom to read in English.
- Students scoring proficient on the CELLA 2013 in the Writing will require additional opportunities in and out of the classroom to write English.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports. The summative assessment that will monitor growth will be 2014 FCAT 2.0 Reading Assessment.

G2. Our goal for the 2013-2014 FCAT 2.0 Writing is to increase student proficiency in writing from 70 % to 73 %.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Notebook Writing Across the Curriculum

Targeted Barriers to Achieving the Goal

- The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly writing prompts will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: 2014 FCAT 2.0 Writing

G3. Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71%to 73%.

Targets Supported

Resources Available to Support the Goal

- Math Series Technology Programs Manipulatives

Targeted Barriers to Achieving the Goal

- As noted on the Math FCAT 2.0 2013 the subgroups that di make AMO was the ELL and ED subgroups. The anticipated barrier is a lack of Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.
- Students enrolled in target courses have an anticipated barrier of problem solving skills with students making learning gains in FCAT Math.
- Students in lowest 25% making learning gains (EOCs) on the FCAT Math will be exposed will hands on activities and how to apply to real world situations.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative : 2014 Math FCAT

G4. Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students enrolling in one or more accelerated STEM-related courses- Barrier- Lack of student interest and teachers with proper instruction
- Students taking one or more advanced placement exams for STEM-related courses -The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.
- CTE-STEM program concentrators-The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.
- Students taking CTE-STEM industry certification exams-The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

Plan to Monitor Progress Toward the Goal

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

G5. Our goal for the 2013-2014 school year is to increase student proficiency on the Algebra EOC 2014 from 51 % to 52%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Algebra 1 EOC

G6. Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students enrolling in one or more CTE courses-Lack of student interest and teachers with proper instruction
- Completion rate (%) for CTE students enrolled in accelerated courses-Lack of student interest and teachers with proper instruction
- Passing rate (%) for students who take CTE industry certification exams-Lack of student interest and teachers with proper instruction
- CTE teachers holding appropriate industry -CTE teachers may not have access to resources to support them in the classroom

Plan to Monitor Progress Toward the Goal

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment(s)-Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

G7. In the 2012-2013 Geometry EOC 30%(31) of students. Our goal for the 2013-2014 school year is to increase student proficiency by 2 % percentage points.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012-2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.
- Students scoring at or above Achievement Level 4 :The area of deficiency as noted on the 2013 administration of the Geometry EOC is due to lack of project-based activities which promote higher order thinking and problem solving.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Geometry EOC 2014

G8. US History Based on our baseline data which showed 0% proficiency for students, our goal is to increase student proficiency by 2 percentage points.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- : Evaluating Text Complexity quantitative measure levels of meaning levels of purpose structure organization language conventionality language clarity prior language demands and prior knowledge demands
- Evidence Based and using Digital informational text

Plan to Monitor Progress Toward the Goal

Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 2014 EOC exam

G9. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase graduation rates.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.
- There are limited opportunities to recognize student for daily attendance and satisfactory achievement
- Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.
- Students are not familiar with the School's Code of Student Conduct
- Students and parents are not aware of new graduation requirements.

Plan to Monitor Progress Toward the Goal

Keep track of documented meetings with counselor log and Student Services documentation in ISIS

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment(s)-Provide Senior Exit Survey to students to monitor future plans.

G10. In the 2012-2013 Biology 1 EOC 62%(45) of students . Our goal for the 2013-2014 school year is to increase student proficiency by 1% percentage points.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students scoring at Level 3 : • The main barrier is the lack of formal laboratory investigations for students due to room constraints.
- Students scoring at Level 4:• The main barrier is the lack of formal laboratory investigations for students due to room constraints

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: Biology EOC 2014

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for 2013-2014 FCAT 2.0 Reading is to maintain student proficiency on the FCAT 2.0 Reading from 67% to 69%.

G1.B1 As noted on the administration of the 2013 FCAT Reading Test, the White subgroup did not make satisfactory progress and demonstrated lack of satisfactory progress in Vocabulary, as well as, Literary Analysis in both fiction and non-fiction text. This subgroup did not make AMO.

G1.B1.S1 Students will use Vocabulary strategies such as previewing essential vocabulary before reading and using context clues, understanding multiple meaning words, identifying Tiered words, and using word walls to help build vocabulary.

Action Step 1

Teachers will also ask questions which students can answer referring explicitly to the text as a basis for the answers as seen on graphic organizers. Students must also be familiar with text structures across literature and informational text utilizing graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

G1.B1.S2 Students will use CRISS reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

Teachers will also ask questions which students can answer referring explicitly to the text as a basis for the answers as seen on graphic organizers. Students must also be familiar with text structures across literature and informational text utilizing graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

Plan to Monitor Effectiveness of G1.B1.S2

The effectiveness of this strategy will be monitored through ongoing classroom assessments, classroom walkthroughs performed by administrations and support staff members, teacher to teacher classroom observations of effective strategies, and departmentalized and grade level data meetings including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

G1.B2 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at Achievement Level 3 was Literary Analysis for Fiction and Non-Fiction text.

G1.B2.S1 Students will use appropriate grade level text to apply the following strategies: Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities.

Action Step 1

Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

G1.B3 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above Achievement Level 4 was Literary Analysis for Fiction and Non-Fiction text.

G1.B3.S1 Students will use appropriate grade level text to apply the following strategies: Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships.

Action Step 1

Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Following the FCIM model ,biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model ,biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Baseline and Interim Assessments, Topic Based Assessments (EDUSOFT), FAIR Assessment, and Web-based program reports.

G1.B4 The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students making learning gains was Literary Analysis of Fiction and Non-Fiction text.

G1.B4.S1 Students will utilize research-based reading programs, such as Study Island and FCAT Explorer and will be documented in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Following the FCIM model, bi-weekly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Web-based program reports Study Island and FCAT Explorer.

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Web-based program reports Study Island and FCAT Explorer.

G1.B5 The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students in lowest 25% making learning gains (FCAT 2.0) was Literary Analysis of Fiction and Non-Fiction text.

G1.B5.S1 Students will utilize research-based reading programs, such as Achieve3000 and Reading Plus and will be documented in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

Action Step 1

The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Web-based program reports from Achieve3000 and Reading Plus.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The students' progress will be monitored formatively through Web-based program reports from Achieve3000 and Reading Plus.

G1.B6 Students scoring proficient on the CELLA 2013 in Listening/Speaking will require additional opportunities in and out of the classroom to speak English.

G1.B6.S1 Students will also illustrate and label key concepts when involved in writing activities.

Action Step 1

During instruction, students will be provided with opportunities to listen and read- aloud and to participate in Reader's Theater.

Person or Persons Responsible

LLT / Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Fidelity of Implementation of G1.B6.S2

The LLT team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B6.S2

The LLT team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments-Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B6.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B7 Students scoring proficient on the CELLA 2013 in the Reading will require additional opportunities in and outside of the classroom to read in English.

G1.B7.S1 Students will participate in corporate learning groups to provide opportunities for Reader's Theater and role play.

Action Step 1

During instruction, students will be provided with opportunities to listen, read -aloud, think aloud, and to participate in Reader's Theater.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

The LLT team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B7.S1

The LLT team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The LLT team will monitor the implementation of identified strategies through IFC process and make adjustments to instruction as needed.

G1.B8 Students scoring proficient on the CELLA 2013 in the Writing will require additional opportunities in and out of the classroom to write English.

G1.B8.S1 Students will also illustrate and label key concepts when involved in Writing activities.

Action Step 1

During instruction, students will be provided and will be guided in developing and using graphic organizers and Reading Journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work , Test/quiz

Plan to Monitor Fidelity of Implementation of G1.B8.S1

The team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments- Teacher informal observation log and rubrics utilized during instruction.

Plan to Monitor Effectiveness of G1.B8.S1

The team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments- Teacher informal observation log and rubrics utilized during instruction.

G2. Our goal for the 2013-2014 FCAT 2.0 Writing is to increase student proficiency in writing from 70 % to 73 %.

G2.B1 The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

G2.B1.S1 Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice.

Action Step 1

Encourage students to develop and maintain a writer’s notebook/folder to include table of content, list possible topics, and first drafts, and implement Four Square Writing model across all grades.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Writing Prompts and student work

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

Following the FCIM model, monthly writing prompts will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Writing Prompts and student work , including district interim.

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly writing prompts will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and district interim

G3. Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71%to 73%.

G3.B1 As noted on the Math FCAT 2.0 2013 the subgroups that di make AMO was the ELL and ED subgroups. The anticipated barrier is a lack of Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

G3.B1.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated reports, including benchmarks

Facilitator:

ALEKS rep

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative-Interim Assessments and teacher made assessments and observations

G3.B2 Students enrolled in target courses have an anticipated barrier of problem solving skills with students making learning gains in FCAT Math.

G3.B2.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated reports, including benchmarks.

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

G3.B3 Students in lowest 25% making learning gains (EOCs) on the FCAT Math will be exposed will hands on activities and how to apply to real world situations.

G3.B3.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher made assessments, benchmarks, and site generated reports.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Following the FCIM model , bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- Teacher made test, benchmarks and site generated reports.

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model , bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments- teacher made test , benchmarks and site generated reports.

G4. Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.

G4.B1 Students enrolling in one or more accelerated STEM-related courses- Barrier- Lack of student interest and teachers with proper instruction

G4.B1.S1 Promote STEM awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive STEM training

Action Step 1

- Engage students and parents to participate in STEM Month in January 2014
- Invite professionals in the STEM industry to Career Day in May 2014
- Expand Media Center Lab to have more computers for students to take more STEM courses

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and teacher-made assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Monitor and review student schedules to see if more students request STEM classes and more advanced level classes

Plan to Monitor Effectiveness of G4.B1.S1

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Monitor and review student schedules to see if more students request STEM classes and more advanced level classes

G4.B2 Students taking one or more advanced placement exams for STEM-related courses -The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

G4.B2.S1 Promote STEM awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive STEM training

Action Step 1

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Effectiveness of G4.B2.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

G4.B3 CTE-STEM program concentrators-The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

G4.B3.S1 Promote STEM awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive STEM training

Action Step 1

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Effectiveness of G4.B3.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

G4.B4 Students taking CTE-STEM industry certification exams-The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

G4.B4.S1 Promote STEM awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive STEM training

Action Step 1

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

Plan to Monitor Effectiveness of G4.B4.S1

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

G5. Our goal for the 2013-2014 school year is to increase student proficiency on the Algebra EOC 2014 from 51 % to 52%.

G5.B1 The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

G5.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Following the FCIM model, bi weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, bi weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments- Teacher made assessments and interims

G6. Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.

G6.B1 Students enrolling in one or more CTE courses-Lack of student interest and teachers with proper instruction

G6.B1.S1 Promote CTE awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive CTE training

Action Step 1

- Engage students and parents to participate in CTE Month in Feb. 2014
- Invite professionals in CTE industry to Career Day in May 2014
- Expand Media Center Lab to have more computers for students to take more CTE courses

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s)-Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

Plan to Monitor Effectiveness of G6.B1.S1

Use student and parent surveys to evaluate the activities

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

G6.B2 Completion rate (%) for CTE students enrolled in accelerated courses-Lack of student interest and teachers with proper instruction

G6.B2.S1 Prepare and test students for industry certifications through registered career-themed courses

Action Step 1

CTE teachers implement baseline, practice exams or monitoring activities throughout instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s)-Look at reports from Industry certification providers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Look at data from baseline tests and practice exams

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Look at reports from Industry certification providers

Plan to Monitor Effectiveness of G6.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 Passing rate (%) for students who take CTE industry certification exams-Lack of student interest and teachers with proper instruction

G6.B3.S1 - Implement and propose new classes for students to take an interest in and want to enroll in

Action Step 1

Ask students and parents what classes they would like to be offered and areas of interest they have, hold administrative meetings to decide which classes are a good fit for our school.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Implement final projects to show overall learning strategies and goals achieved .

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Administration visits to classrooms to monitor teaching strategies

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)- • Implement final projects to show overall learning strategies and goals achieved . •
AP Environmental Science- will have an examination in May 2014 to measure learning gains. •
Examine students' FCAT and EOC scores to monitor learning gains.

Plan to Monitor Effectiveness of G6.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B4 CTE teachers holding appropriate industry -CTE teachers may not have access to resources to support them in the classroom

G6.B4.S1 Provide PD opportunities at school site for CTE teachers

Action Step 1

CTE teachers meet every month to collaborate and plan together.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s)-Teacher surveys and track data of progress from beginning to end.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Administration visits to classrooms to monitor teaching strategies

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Teacher surveys and track data of progress from beginning to end.

Plan to Monitor Effectiveness of G6.B4.S1

Administration visits to classrooms to monitor teaching strategies

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Teacher surveys and track data of progress from beginning to end.

G7. In the 2012-2013 Geometry EOC 30%(31) of students. Our goal for the 2013-2014 school year is to increase student proficiency by 2 % percentage points.

G7.B1 The area of deficiency as noted on the 2012-2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.

G7.B1.S1 Provide opportunities for students to practice the content so they will be able to: Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides, use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

Action Step 1

Utilize new basal that correlates with the next generation standards, utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, and provide concrete real world examples by infusing literacy into the mathematics instructional block.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including benchmarks

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessments: Teacher-made assessments and interims

G7.B2 Students scoring at or above Achievement Level 4 :The area of deficiency as noted on the 2013 administration of the Geometry EOC is due to lack of project-based activities which promote higher order thinking and problem solving.

G7.B2.S1 Provide opportunities for students to practice the content so they will be able to: Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures, use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi, trapezoids, and kites.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum, utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), after-school math enrichment club, utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interims

Plan to Monitor Effectiveness of G7.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative assessments: teacher made assessments/interims

G8. US History Based on our baseline data which showed 0% proficiency for students, our goal is to increase student proficiency by 2 percentage points.

G8.B1 : Evaluating Text Complexity quantitative measure levels of meaning levels of purpose structure organization language conventionality language clarity prior language demands and prior knowledge demands

G8.B1.S1 Emphasizes problem solving and inquiry-based learning and in-depth understanding of democratic principles. Emphasizes research-based activities on the Constitution and Bill of Rights. Provide opportunities for students to write to inform and to persuade and provide other opportunities for student to participate in mock Congressional hearing.

Action Step 1

Provide students an opportunity for students to participate in simulation activities, Provide activities which help students develop and understanding of the content-specific vocabulary taught in history.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

G8.B2 Evidence Based and using Digital informational text

G8.B2.S1 Online articles news clips documentary excerpts music and interviews. Provide activities which help students develop and understanding of the content specific vocabulary taught in history. Provide opportunities for students to strengthen their abilities to read interpret graphs, charts maps timeline political cartoons and other graphic representations.

Action Step 1

Provide opportunities for student to master Common Core State Standard for literacy writing and speaking through U.S. History content. Emphasized research-based activities on various security issues impacting the world community provide opportunities for students to examine opposing points of view on a public policy issue.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

Plan to Monitor Effectiveness of G8.B2.S1

Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: teacher made tests, chapter tests, Interims

G9. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase graduation rates.

G9.B1 The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures.

G9.B1.S1 Educate our parents and students of the policies and procedures by conducting workshops. Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.

Action Step 1

A reward system will be established to recognize students for perfect attendance and outstanding citizenship. Before and after school tutorials programs will be established to address students' areas of need.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

Plan to Monitor Effectiveness of G9.B1.S1

Monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person or Persons Responsible

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking attendance records and behavioral logs kept by the teacher.

G9.B2 There are limited opportunities to recognize student for daily attendance and satisfactory achievement

G9.B2.S1 Provide incentives for compliance through the use of Student of the Month Recognition.

Action Step 1

Student's services chair will contact parents and maintain log of parents contacted to inform them of the student's progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student services will monitor student success and behavioral referrals

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Student's services chair will contact parents and maintain log of parents contacted to inform them of the student's progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student services will monitor student success and behavioral referrals

Plan to Monitor Effectiveness of G9.B2.S1

Student's services chair will contact parents and maintain log of parents contacted to inform them of the student's progress.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student services will monitor student success and behavioral referrals

G9.B3 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G9.B3.S1 Student services chair will provide parents and students training on the Student Code of Conduct and the consequences for non-compliance.

Action Step 1

Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student services will monitor student success and behavioral referrals

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student services will monitor student success and behavioral referrals

Plan to Monitor Effectiveness of G9.B3.S1

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student services will monitor student success and behavioral referrals

G9.B4 Students are not familiar with the School's Code of Student Conduct

G9.B4.S1 Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Action Step 1

A reward system will be established to recognize students for perfect attendance and outstanding citizenship. Before and after school tutorials programs will be established to address students' areas of need.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Person or Persons Responsible

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

Plan to Monitor Effectiveness of G9.B4.S1

Educate students and parents of the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

Person or Persons Responsible

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The teams will monitor the effectiveness of the strategies by checking behavioral logs kept by the teacher.

G9.B5 Students and parents are not aware of new graduation requirements.

G9.B5.S1 Provide communication and resources to both students and parents so they're aware of all graduation requirements.

Action Step 1

- Hold meeting(s) for parents and students to go over state requirements for graduation • Hold separate conferences for students who are identified at risk for graduation and monitor grades at the end of each grading period

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment(s)-Provide Senior Exit Survey to students to monitor future plans.

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Keep track of documented meetings with counselor log and Student Services documentation in ISIS

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Provide Senior Exit Survey to students to monitor future plans.

Plan to Monitor Effectiveness of G9.B5.S1

- Look at data for improvement in grades • Provide exit survey to parents and students

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s)-Provide Senior Exit Survey to students to monitor future plans.

G10. In the 2012-2013 Biology 1 EOC 62%(45) of students . Our goal for the 2013-2014 school year is to increase student proficiency by 1% percentage points.

G10.B1 • Students scoring at Level 3 : • The main barrier is the lack of formal laboratory investigations for students due to room constraints.

G10.B1.S1 The strategy will be to identify a room in the building to modify into a better science lab for student investigations. In order to increase the opportunity for more advanced study, the students will be given time to meet with the teacher after school for additional assistance.

Action Step 1

Action Steps will be taken to modify the lab room in order to provide counter and table space for student labs utilizing microscopes, a sink, and appropriate equipment to enhance lab investigations that support Biology. Gizmo will be also be utilized to support lab experiences. The teacher will identify days during the school week to make herself available to students for extra assistance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated report, including benchmarks

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments-Teacher made assessments and interims

G10.B2 • Students scoring at Level 4:• The main barrier is the lack of formal laboratory investigations for students due to room constraints

G10.B2.S1 The strategy will be to identify a room in the building to modify into a better science lab for student investigations. In order to increase the opportunity for more advanced study, the students will be given time to meet with the teacher after school for additional assistance.

Action Step 1

Action Steps will be taken to modify the lab room in order to provide counter and table space for student labs utilizing microscopes, a sink, and appropriate equipment to enhance lab investigations that support Biology. Gizmo will be also be utilized to support lab experiences. The teacher will identify days during the school week to make herself available to students for extra assistance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated reports, including bench marks

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Following the FCIM model, bi-weekly assessment data reports will reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM model, bi-weekly assessment data reports will reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LTT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Interims and teacher made assessments

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

Title I, Part A

Somerset Academy Charter High provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part D

Somerset Academy Charter High with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title III

Somerset Academy Charter High will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.

Title X- Homeless

Somerset Academy Charter High's Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Somerset Academy Charter High provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy Charter High incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

- 1) Somerset Academy Charter High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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.

G3. Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71% to 73%.

G3.B1 As noted on the Math FCAT 2.0 2013 the subgroups that did not make AMO was the ELL and ED subgroups. The anticipated barrier is a lack of Vocabulary strategies during mathematics instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

G3.B1.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

PD Opportunity 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Facilitator

ALEKS rep

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated reports, including benchmarks

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71%to 73%.	\$26,154
Total		\$26,154

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operating		\$26,154
Total		\$26,154

Budget Details

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

G3. Our goal for the 2013-2014 Math FCAT 2.0 school year is to increase student proficiency from 71%to 73%.

G3.B1 As noted on the Math FCAT 2.0 2013 the subgroups that di make AMO was the ELL and ED subgroups. The anticipated barrier is a lack of Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

G3.B1.S1 Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

Resource Type

Evidence-Based Program

Resource

ALEKS, Carneige

Funding Source

Operating

Amount Needed

\$26,154