



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Doctors Charter School Of Miami Shores

11301 NW 5TH AVE

Miami Shores, FL 33168

305-754-2381

www.doctorscharterschool.org

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 22%
Alternative/ESE Center No	Charter School Yes	Minority Rate 84%

School Grades History

2013-14 PENDING	2012-13 A	2011-12 A	2010-11 A	2009-10 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Doctors Charter School Of Miami Shores

Principal

Gary Meredith/Alan Silbert

School Advisory Council chair

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

Name	Title
Shirley Brunache	Assistant Principal
Doug Garber	Vice-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

Principal- 1
 Teachers-5
 Parents-4
 Students-2
 Board of Directors (Charter) – 1

Involvement of the SAC in the development of the SIP

The members of the School Advisory Committee will review testing data presented by the school's Director of Curriculum and the past year's School Improvement Plan. They will discuss this information in scheduled meetings and guide and assist School administrators in writing the current year's plan.

Activities of the SAC for the upcoming school year

The School Advisory Committee will assist in the preparation and evaluation of the school improvement plan and determine how school recognition funds will be used. They will act as a liaison between parents, teachers, the community, the School board Authority and the school.

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

The School improvement funds will be used to support the goals of the SIP. Funds will be allocated on the basis of requests from faculty as discussed in departmental meetings.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gary Meredith/Alan Silbert

Principal

Years as Administrator: 24

Years at Current School: 7

Credentials

B.A.
 (Psychology)
 Western
 Kentucky
 University, M.A.
 (Secondary
 Education)
 Western
 Kentucky
 University, Rank
 I (Educational
 Leadership)
 Western
 Kentucky
 University,
 Florida
 Professional
 Certificate for
 Educational
 Leadership

Performance Record

2012- 2013 – School Grade Pending
 Rdg. Proficiency, _78%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 80%points
 Math Lrg. Gains, 86%points
 Rdg. Imp. of Lowest 25% -
 87% points
 Math Imp. of Lowest 25% -
 88%points
 Rdg. AMO –82
 Math AMO–88
 2011-2012 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 72% points
 Math Lrg. Gains, 82%points
 Rdg. Imp. of Lowest 25% -
 78%points
 Math Imp. of Lowest 25% -
 68%points
 Rdg. AMO –80
 Math AMO–87
 2010-2011 – School Grade A
 Rdg. Proficiency, 80%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 65% points
 Math Lrg. Gains, 85%points

Rdg. Imp. of Lowest 25% -
66% points
Math Imp. of Lowest 25% -
84% points
Rdg. AMO –78
Math AMO–86
2009-2010 – School Grade B
Rdg. Proficiency, 74%
Math Proficiency, 86%
Rdg. Lrg. Gains, 65% points
Math Lrg. Gains, 75%points
Rdg. Imp. of Lowest 25% -
62%points
Math Imp. of Lowest 25% -
73% points
Rdg. AMO –NA
Math AMO–NA
2008-2009– School Grade A
Rdg. Proficiency, 79%
Math Proficiency, 86%
Rdg. Lrg. Gains, 69% points
Math Lrg. Gains, 82%points
Rdg. Imp. of Lowest 25% -
62% points
Math Imp. of Lowest 25% -
82%points
Rdg. AMO –NA
Math AMO–NA
2007-2008– School Grade A
Rdg. Proficiency, 76%
Math Proficiency, 84%
Rdg. Lrg. Gains, 58% points
Math Lrg. Gains, 84%points
Rdg. Imp. of Lowest 25% -
69% points
Math Imp. of Lowest 25% -
81%points
Rdg. AMO –NA
Math AMO–NA

Doug Garber

Asst Principal

Years as Administrator: 6

Years at Current School: 9

Credentials

University of Louisville (bachelor's degree & M.A.T)
Professional Certificate for Educational Leadership, Biology
(grades 6-12), and General Science (5-12)

Performance Record

2012-2013 – School Grade Pending

Rdg. Proficiency, 78%

Math Proficiency, 82%

Rdg. Lrg. Gains, 80%points

Math Lrg. Gains, 86%points

Rdg. Imp. of Lowest 25% -

87% points

Math Imp. of Lowest 25% -

88%points

Rdg. AMO –82

Math AMO–88

2011-2012 – School Grade A

Rdg. Proficiency, 76%

Math Proficiency, 82%

Rdg. Lrg. Gains, 72% points

Math Lrg. Gains, 82%points

Rdg. Imp. of Lowest 25% -

78%points

Math Imp. of Lowest 25% -

68%points

Rdg. AMO –80

Math AMO–87

2010-2011 – School Grade A

Rdg. Proficiency, 80%

Math Proficiency, 91%

Rdg. Lrg. Gains, 65% points

Math Lrg. Gains, 85%points

Rdg. Imp. of Lowest 25% -

66% points

Math Imp. of Lowest 25% -

84% points

Rdg. AMO –78

Math AMO–86

2009-2010 – School Grade B

Rdg. Proficiency, 74%

Math Proficiency, 86%

Rdg. Lrg. Gains, 65% points

Math Lrg. Gains, 75%points

Rdg. Imp. of Lowest 25% -

62%points

Math Imp. of Lowest 25% -

73% points

Rdg. AMO –NA

Math AMO–NA

2008-2009– School Grade A

Rdg. Proficiency, 79%

Math Proficiency, 86%

Rdg. Lrg. Gains, 69% points

Math Lrg. Gains, 82%points

Rdg. Imp. of Lowest 25% -
62% points

Math Imp. of Lowest 25% -
82%points

Rdg. AMO –NA

Math AMO–NA

2007-2008– School Grade A

Rdg. Proficiency, 76%

Math Proficiency, 84%

Rdg. Lrg. Gains, 58% points

Math Lrg. Gains, 84%points

Rdg. Imp. of Lowest 25% -
69% points

Math Imp. of Lowest 25% -
81%points

Rdg. AMO –NA

Math AMO–NA

Shirley Brunache

Asst Principal

Years as Administrator: 4

Years at Current School: 10

Credentials

Barry University (bachelor's degree)
 Nova Southeastern University (master's and educational specialist degrees)
 Professional Certificate in Educational Leadership and Math (grades 5-9), ESOL endorsement, and Elementary School (grades 1-6)

Performance Record

2012-2013 – School Grade Pending
 Rdg. Proficiency, 78%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 80%points
 Math Lrg. Gains, 86%points
 Rdg. Imp. of Lowest 25% - 87% points
 Math Imp. of Lowest 25% - 88%points
 Rdg. AMO –82
 Math AMO–88
 2011-2012 – School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 82%
 Rdg. Lrg. Gains, 72% points
 Math Lrg. Gains, 82%points
 Rdg. Imp. of Lowest 25% - 78%points
 Math Imp. of Lowest 25% - 68%points
 Rdg. AMO –80
 Math AMO–87
 2010-2011 – School Grade B
 Rdg. Proficiency, 42%
 Math Proficiency, 46%
 Rdg. Lrg. Gains, 71% points
 Math Lrg. Gains, 62%points
 Rdg. Imp. of Lowest 25% - 87% points
 Math Imp. of Lowest 25% - 80% points
 Rdg. AMO –34
 Math AMO–30
 2009-2010 – School Grade F
 Rdg. Proficiency, 41%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 40% points
 Math Lrg. Gains, 38%points
 Rdg. Imp. of Lowest 25% -

37%points
 Math Imp. of Lowest 25% -
 37% points
 Rdg. AMO –NA
 Math AMO–NA
 2008-2009– School Grade A
 Rdg. Proficiency, 79%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 69% points
 Math Lrg. Gains, 82%points
 Rdg. Imp. of Lowest 25% -
 62% points
 Math Imp. of Lowest 25% -
 82%points
 Rdg. AMO –NA
 Math AMO–NA
 2007-2008– School Grade A
 Rdg. Proficiency, 76%
 Math Proficiency, 84%
 Rdg. Lrg. Gains, 58% points
 Math Lrg. Gains, 84%points
 Rdg. Imp. of Lowest 25% -
 69% points
 Math Imp. of Lowest 25% -
 81%points
 Rdg. AMO –NA
 Math AMO–NA

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

31

receiving effective rating or higher

31, 100%

Highly Qualified Teachers

97%

certified in-field

31, 100%

ESOL endorsed

4, 13%

reading endorsed

3, 10%

with advanced degrees

19, 61%

National Board Certified

2, 6%

first-year teachers

1, 3%

with 1-5 years of experience

4, 13%

with 6-14 years of experience

11, 35%

with 15 or more years of experience

19, 61%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

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

- Doctors Charter School has successfully recruited and retained highly qualified teachers who have proven track records of excellence in the classroom. Some of the techniques employed to actualize these goals are a complete fringe benefits package and opportunities for career advancement.
- Recruitment techniques have included advertising through the Teachers-Teachers.com website, contacting various Florida universities, specifically their schools of education, and inviting local

university students to intern in our school.

- Regular meetings will be held for new teachers with appropriate department chairpersons and with the Director of Curriculum and Instruction.

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

The Department Chairs will serve as mentors to the new teachers. The pairings will be based on the content area of the subject. The Department chairs are master teachers and have experience in teaching the content. The planned activities will include teacher observation, feed-back, and cooperative lesson planning.

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 MTSS/RtI Leadership Team will:

1. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
2. Work closely with SAC throughout the school year regarding the SIP.
3. Monitor the classroom instruction for effective lesson development and teaching strategies (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student Engagement, Mike Rutherford's The Learning Centered School – The Essential Principles of High-Performance Learning and Leading).
4. Provide support to classroom teachers in analyzing student work.

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

MTSS/RtI leadership is vital. Therefore, in building the team, the following personnel are included:

- Principal will ensure commitment and allocate resources.
- Director of Curriculum and Instruction will provide systemic examination of data with the goal of impacting student achievement.
- School Counselor/CAP Advisor will assist with the process of problem solving issues involving student attendance, academic progress, career choices, student social/emotional well-being, and prevention of student failure.
- Assistant Principal for Discipline will assist with the process of problem solving issues involving student attendance and school culture.
- ESE Teacher will collaborate with general education teachers, participate in student data collection, and integrate core instructional activities/materials.
- Intensive Reading Teacher will provide guidance with 6-12 reading plan , and assist general education teachers with reading instruction in the regular classroom.
- Additional personnel to participate and contribute based on problems or concerns.
- Technology Specialist will develop and/or broker technology necessary to manage and display data, provide professional development, and technical support to teachers and staff.
- Core Content Area Department Chairs will provide information about core instruction, participate in

student data collection and analysis, and collaborate with other content teachers regarding classroom instruction.

- Media Specialist and Assessment Coordinator will assist in facilitating all required assessments (e.g., BBA, FAIR, FCAT, MDCPS Interim Assessments, EOC, CELLA).

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

The MTSS/RtI Team will:

1. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
2. Work closely with SAC throughout the school year regarding the SIP.
3. Monitor the classroom instruction for effective lesson development and teaching strategies (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student Engagement, Mike Rutherford's The Learning Centered School – The Essential Principles of High-Performance Learning and Leading).
4. Provide support to classroom teachers in analyzing student work.

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

- Baseline data: BBA, FAIR, FCAT and EOC
- Progress Monitoring: M-DCPS Interim Assessments with the core content areas: Reading, Mathematics, Science, Student Interim Progress Reports and Quarterly Grades, Teacher-made assessments,
- student attendance records; disciplinary reports
- End-of-the Year: FCAT, Algebra I, Geometry, Civics, US History and Biology End-of Year Exam, and Final Examinations
- Attendance records, and Referrals to RtI team
- Behavioral referrals from staff, one-on-one conferences, detentions, and suspensions/expulsions
- Data used to guide instructional and behavioral decisions
- Use of "Edusoft" for data disaggregation

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

- Provide network for ongoing support within the school setting.
- All staff will complete the FL On-Line Component.
- Professional development will be provided during teacher planning times and after school sessions throughout the school year.
- Professional development will include:
 - o Train all administrators in RTI problem solving for all Tier levels using the problem solving worksheets.
 - o Provide support for all school staff to understand RTI principles and procedures.

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:** 4,860

Before and after school tutorial programs will be provided for all students needing reinforcement and remediation. Saturday sessions will target students who did not score proficient in the previous year of FCAT 2.0 and EOC testing. The offerings of gifted, honors, and advanced placement courses. will be made available to those students needing enrichment opportunities.

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?

Attendance will be taken at the tutorial and Saturday school. Lesson plans will denote enrichment and opportunities for students. Results generated from teacher-generated, District and State assessments will be used to chart the students' progress

Who is responsible for monitoring implementation of this strategy?

The assistant principal and department chairs will be responsible to monitor the implementation of this strategy.

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

Name	Title
Shirley Brunache	Assistant Principal/Director of Curriculum
Teri Tennison	English Department Chair/Language Arts Teacher
Elise Turner	English Teacher
Kristina Martinez	English Teacher
Mary Ann McAdams	English Teacher
Pat Gispert	Language Arts Teacher
Michelle Mosher	Language Arts Teacher

How the school-based LLT functions

The LLT and leadership team will meet each quarter to:

1. Gather and analyze data to determine student achievement using the District Interims and previous years FCAT 2.0 results.
2. Monitor academic and behavior data evaluating progress by addressing the following questions:
 - * What will students learn?
 - * How will we determine if the students have learned?
 - * What will we do when students have not learned?
3. Determine the appropriate professional development for staff.
4. Communicate with staff for input and feedback.

Major initiatives of the LLT

The LLT will:

1. Promote, train, implement, and monitor reading and comprehension skills across the content areas.
2. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
3. Monitor the classroom instruction for effective lesson development and teaching strategies to support reading and writing through the content areas.
4. Provide support to classroom teachers in analyzing student work.
5. Work closely with the SAC throughout the school regarding the SIP.

Every Teacher Contributes to Reading Instruction

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

Professional Development opportunities will be provided on a monthly basis to the faculty at the school site. As a result, the faculty will be exposed to modeling of effective reading strategies by the key personnel such as the language arts department. The school administrators will conduct informal and formal observations to ensure that reading strategies are being implemented with fidelity.

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

Lesson plans are aligned at each grade level and subject area by the creation and use of the District Pacing Guide. Individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the District Pacing Guide. All applied course instructors support the Focus Calendar skills by participating in school-wide initiatives such as Reading and Writing activities which are documented in their lesson plans.

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

Doctors Charter School promotes academic and career planning by providing college focused classroom guidance sessions as well as individual assistance to all students. Each student is offered a variety of course choices with full descriptions to best suit their academic plans and personal interests. Students participate in a course selection forum where they individually select their courses with prior advisement from counselors, teachers and parents.

Strategies for improving student readiness for the public postsecondary level

Students are exposed to college-preparatory course work while enrolled at Doctors Charter School. The strategies that focus on improving readiness include a new design of course instruction to target the needs in both reading and writing. Courses such as Expository Writing, Advanced Reading, ACT/SAT preparation, Reading for College Success, Critical Thinking, and English 4 college preparatory provide valuable strategies and skills for students to utilize on assessments such as the CPT/PERT, SAT, ACT, PSAT.

In addition our school continues to promote student participation in dual enrollment programs. Due to this promotion we have seen an increase in course enrollments at both participating universities. Our school continues to expose more students to college level standards by now bringing dual enrollment courses onto our campus for the first time in 2012-2013 academic year leading to more students gaining college credits while still enrolled to high school.

All senior high school students are provided hands on training to apply for bright futures in December

through counselor assisted presentations. In addition an evening event is available in early fall to assist parents and provide relevant information on college admissions and to navigate the financial aid process. All students are assisted with the completion of the FAFSA through day and evening presentations.

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	82%	78%	No	84%
American Indian				
Asian	80%	80%	Yes	82%
Black/African American	78%	72%	No	80%
Hispanic	86%	86%	Yes	87%
White	87%	87%	Yes	88%
English language learners				
Students with disabilities	75%	71%	No	78%
Economically disadvantaged	73%	76%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	32%	33%
Students scoring at or above Achievement Level 4	201	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)	12	92%	93%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		66%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		51%

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.		89%	90%

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	149	84%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%		No	90%
American Indian				
Asian	95%		No	96%
Black/African American	83%		No	85%
Hispanic	88%		No	89%
White	94%		No	95%
English language learners				
Students with disabilities	85%		No	87%
Economically disadvantaged	84%		No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	34%	36%
Students scoring at or above Achievement Level 4	94	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		86%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		88%	89%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		44%	50%
Middle school performance on high school EOC and industry certifications		100%	100%

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	88%		No	90%
American Indian				
Asian	95%		No	96%
Black/African American	83%		No	85%
Hispanic	88%		No	89%
White	94%		No	95%
English language learners				
Students with disabilities	85%		No	87%
Economically disadvantaged	84%		No	86%

Learning Gains

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

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.		81%	83%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	12%	12%
Students scoring at or above Achievement Level 4	82	85%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	36%	37%
Students scoring at or above Achievement Level 4	34	49%	49%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	24%	27%
Students scoring at or above Achievement Level 4	34	40%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	48%	49%
Students scoring at or above Achievement Level 4	34	43%	43%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	16		19
Participation in STEM-related experiences provided for students	16	56%	61%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	329	58%	63%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		58%	63%
Students taking one or more advanced placement exams for STEM-related courses	30	5%	10%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	8	27%	33%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	119	21%	26%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	119	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	1%
Students who fail a mathematics course	11	4%	3%
Students who fail an English Language Arts course	17	7%	6%
Students who fail two or more courses in any subject	7	3%	2%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	2%
Students in ninth grade with one or more absences within the first 20 days	14	2%	1%
Students in ninth grade who fail two or more courses in any subject	3	4%	3%
Students with grade point average less than 2.0	7	2%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	36	97%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	67	97%	97%

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

Provide interactive information so that parents can help their children to become proficient with the Common Core State Standards. Community resource information will be available to parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents of students in lowest performing quartile	50	10%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.
- G2.** The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.
- G3.** The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.
- G4.** The middle school performance on high school EOCs and industry certifications will continue to stay at 100%.
- G5.** The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.
- G6.** Middle school performance on high school EOC and industry certifications will continue to stay at 100%.
- G7.** 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. will by 2 percentage points to 83%.
- G8.** •Students scoring at Achievement Level 3 will increase 0 percentage point to 12%.
- G9.** Students scoring at Achievement Level 4 will increase 0 percentage point to 84%.
- G10.**
- G11.** Students scoring at Achievement Level 3 on the Geometry EOC will increase 1 percentage point to 37%.
- G12.** Students scoring at or above Achievement Level 4 on the 2014 Geometry EOC will lincrease by 0 percentage point to 85%.
- G13.** • Students scoring at Achievement Level 3 on the Grade 8 FCAT 2.0 Science will increase by 3 percentage points to 27%.
- G14.** • Students scoring at or above Achievement Level 4 on the Grade 8 Science FCAT 2.0 will increase by 1 percentage point to 41%.
- G15.** Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.

- G16.** Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.
- G17.** Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.
- G18.** The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.
- G19.** The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.
- G20.** Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.
- G21.** Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.
- G22.** The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.
- G23.** Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.
- G24.** Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.
- G25.** Students scoring in the upper thirds will increase by 2 percentage points to 78*%.
- G26.** Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.
- G27.** Students scoring in the upper thirds will increase by 2 percentage points to 78%.
- G28.** Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.
- G29.** Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.
- G30.** • Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.

Goals Detail

G1. The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.

Targets Supported

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Reading Plus, FCAT Explorer, Florida Achieves, District Interims, and FCAT 2.0 Assessments.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis which resulted in not meeting the AMO for 2013. The data demonstrated that our students were not proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.
- The grades 6-10 students scoring at achievement level 3 on the FCAT 2.0 Reading assessments will increase by 1 percentage point to 33%.
- The grades 6-10 students scoring at or above achievement level 4 on FCAT 2.0 Reading assessments will increase by 1 percentage point to 48%.
- The grades 6-10 students making learning gains on FCAT 2.0 assessments will increase by 2 percentage points to 82%.
- The grades 6-10 students in the lowest 25% making learning gains on the FCAT 2.0 assessments will increase by 1 percentage to 88%.
- The 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. will increase by 1 percentage point to 89%.
- Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) will increase by 4 percentage points to 66%.
- Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students) will increase by 5 percentage points to 51%.
- 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) will increase by 1 percentage point to 93%.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G2. The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Reading Plus, FCAT Explorer, Florida Achieves, District Interims, and FCAT 2.0 Assessments.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the students' inability in presenting detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G3. The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.

Targets Supported

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, IXL, Khan Academy, FCAT Explorer, Florida Achieves, District Interims, and FCAT 2.0 Assessments.

Targeted Barriers to Achieving the Goal

- According to the 2013 FCAT 2.0 Grades 6-8 Mathematics, the students in the following subgroups: all students, asians, blacks, white, students with disabilities, and economically disadvantaged experienced difficulty in the Reporting Category: Geometry and Measurement was evident in the level 3 students, Asian, Black, White, Students with Disability, and Economically Disadvantaged subgroups.

Plan to Monitor Progress Toward the Goal

The teachers will provide numerous opportunities for students to experience academic success in the Reporting Category: Geometry and Measurement.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

G4. The middle school performance on high school EOCs and industry certifications will continue to stay at 100%.

Targets Supported

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides, Florida Achieves, and FCAT Explorer.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities for the students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G5. The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.

Targets Supported

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides, Florida Achieves, and FCAT Explorer.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will give the students opportunities to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

G6. Middle school performance on high school EOC and industry certifications will continue to stay at 100%.

Targets Supported

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides, Florida Achieves, and FCAT Explorer.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G7. 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. will by 2 percentage points to 83%.

Targets Supported

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, IXL, Khan Academy, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will provide more opportunities for students to experience with polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness

G8. •Students scoring at Achievement Level 3 will increase 0 percentage point to 12%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides, IXL, and Khan Academy.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G9. Students scoring at Achievement Level 4 will increase 0 percentage point to 84%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, IXL, and Khan Academy.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC, the greatest area of difficulty for students was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities for the students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategy.

G10.**Targets Supported****Resources Available to Support the Goal****Targeted Barriers to Achieving the Goal****Plan to Monitor Progress Toward the Goal****Person or Persons Responsible****Target Dates or Schedule:****Evidence of Completion:**

G11. Students scoring at Achievement Level 3 on the Geometry EOC will increase 1 percentage point to 37%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guide, Khan Academy, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

The teachers will provide numerous opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

G12. Students scoring at or above Achievement Level 4 on the 2014 Geometry EOC will increase by 0 percentage point to 85%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

G13. • Students scoring at Achievement Level 3 on the Grade 8 FCAT 2.0 Science will increase by 3 percentage points to 27%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Gizmos, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities for students to experience success with physical science.

Person or Persons Responsible

science teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G14. • Students scoring at or above Achievement Level 4 on the Grade 8 Science FCAT 2.0 will increase by 1 percentage point to 41%.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Gizmos, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Grade 8 Science FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities for the students to experience success in physical science.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G15. Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Gizmos, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities for our students to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms, populations, and ecosystems.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G16. Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, Gizmos, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms, populations, & ecosystems.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

G17. Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Teachers will use the following resources: District Pacing Guides, FCAT Explorer, and Florida Achieves.

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

The teachers will increase experiences for students to participate in Project-Based Learning in STEM.

Person or Persons Responsible

math and science

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G18. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The teachers will use the District Pacing Guides and Gizmos.

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

The teachers will increase the opportunities of STEM-RELATED experiences for the students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The teacher lesson plans and student work samples will serve as evidence of STEM-RELATED participation activities

G19. The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing and Gizmos.

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G20. Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.

Targets Supported

- CTE

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides.

Targeted Barriers to Achieving the Goal

- The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

Plan to Monitor Progress Toward the Goal

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G21. Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.

Targets Supported

- CTE

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides.

Targeted Barriers to Achieving the Goal

- The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

Plan to Monitor Progress Toward the Goal

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G22. The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.

Targets Supported

- CTE

Resources Available to Support the Goal

- The teachers will use the following resources: District Pacing Guides.

Targeted Barriers to Achieving the Goal

- The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

Plan to Monitor Progress Toward the Goal

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G23. Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- The teachers will use the District Pacing Guides.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G24. Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- The teachers will use the District Pacing Guides.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G26. Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- The teachers will use the District Pacing Guides as a resource.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G27. Students scoring in the upper thirds will increase by 2 percentage points to 78%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- The teachers will use the District Pacing Guides as a resource.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Plan to Monitor Progress Toward the Goal

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G28. Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- The school will use the Electronic Gradebook to record attendance.

Targeted Barriers to Achieving the Goal

- Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

G29. Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Our school will use the following: ISIS attendance system and Pinnacle Gradebook.

Targeted Barriers to Achieving the Goal

- Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

Plan to Monitor Progress Toward the Goal

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

G30. • Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Our school will use the following: ISIS attendance system and Pinnacle Gradebook.

Targeted Barriers to Achieving the Goal

- Using criteria for the federal uniform graduation rate, 100% of students should graduate in 4 years, and 0% of students will in 5 years while 100% of students are at-risk for graduating in 4 years. At-risk students are not enrolling in tutorial programs and parents are not familiar with the resources available for students to meet graduation requirements.

Plan to Monitor Progress Toward the Goal

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule:

on-going

Evidence of Completion:

The school leadership will maintain the following: attendance & enrollment log and minutes of meetings.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.

G1.B1 The area of deficiency for the students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis which resulted in not meeting the AMO for 2013. The data demonstrated that our students were not proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

G1.B1.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B1.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy

G1.B2 The grades 6-10 students scoring at achievement level 3 on the FCAT 2.0 Reading assessments will increase by 1 percentage point to 33%.

G1.B2.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B2.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B3 The grades 6-10 students scoring at or above achievement level 4 on FCAT 2.0 Reading assessments will increase by 1 percentage point to 48%.

G1.B3.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

language arts & reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B3.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B4 The grades 6-10 students making learning gains on FCAT 2.0 assessments will increase by 2 percentage points to 82%.

G1.B4.S1 Students will: • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; Engage in activities that include vocabulary word maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix and root words, and reading from a wide variety of texts; Participate in Reading Plus at the middle school level.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in understanding context clues and shades of meaning, analyzing word structure and words/phrases derived from Latin/Greek roots.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B4.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B5 The grades 6-10 students in the lowest 25% making learning gains on the FCAT 2.0 assessments will increase by 1 percentage to 88%.

G1.B5.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B5.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B6 The 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. will increase by 1 percentage point to 89%.

G1.B6.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team~

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B6.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B7 Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) will increase by 4 percentage points to 66%.

G1.B7.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

language arts & reading teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B7.S1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B8 Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students will increase by 5 percentage points to 51%.

G1.B8.S1 The student will be able to use the following: graphic organizers; rubrics writing prompts; reading response journals/logs

Action Step 1

The teachers will provide opportunities to write academic English outside the classroom.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

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

The teachers will provide opportunities to write academic English outside the classroom.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B8.S1

The teachers will provide opportunities to write academic English outside the classroom.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B9 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) will increase by 1 percentage point to 93%.

G1.B9.S1 The students will: Participate in differentiated instruction; Paraphrase what they have reading; Use visual literacy.

Action Step 1

The teachers will provide opportunities for students to listen and speak academic English outside the classroom.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

faculty

Plan to Monitor Fidelity of Implementation of G1.B9.S1

The teachers will provide opportunities for students to listen and speak academic English outside the classroom.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G1.B9.S1

The teachers will opportunities for students to listen and speak academic English outside the classrooms.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G2. The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the students' inability in presenting detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Students will: • Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources; • Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence; • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Action Step 1

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Person or Persons Responsible

language arts teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G2.B1.S1

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G3. The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.

G3.B1 According to the 2013 FCAT 2.0 Grades 6-8 Mathematics, the students in the following subgroups: all students, asians, blacks, white, students with disabilities, and economically disadvantaged experienced difficulty in the Reporting Category: Geometry and Measurement was evident in the level 3 students, Asian, Black, White, Students with Disability, and Economically Disadvantaged subgroups.

G3.B1.S1 The teachers will implement the following strategies: • Provide opportunities for student discourse in geometry using mathematical language; • Use clear definitions in discussion; • Construct viable arguments to defend their reasoning.

Action Step 1

The teachers will take the following action steps with their students: • Give students multiple opportunities to solving problems involving geometry and measurement; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

middle school math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will provide numerous opportunities for students to experience academic success in the Reporting Category: Geometry and Measurement.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G3.B1.S1

The teachers will provide numerous opportunities for students to experience academic success in the Reporting Category: Geometry and Measurement.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

G4. The middle school performance on high school EOCs and industry certifications will continue to stay at 100%.

G4.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G4.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

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

The teachers will increase the opportunities for the students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G4.B1.S1

The teachers will increase the opportunities for the students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G5. The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.

G5.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G5.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Action Step 2

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

bi-weekly, monthly, and quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Action Step 3

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

bi-weekly, monthly, and quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will increase the opportunities for the students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

Plan to Monitor Effectiveness of G5.B1.S1

The teachers will increase the opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G6. Middle school performance on high school EOC and industry certifications will continue to stay at 100%.

G6.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G6.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G6.B1.S1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

school leadership

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G7. 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. will by 2 percentage points to 83%.

G7.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G7.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

middle and high school math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will increase the number of opportunities for students to experience success with polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will increase the number of opportunities for students to experience success with Polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness

G8. •Students scoring at Achievement Level 3 will increase 0 percentage point to 12%.

G8.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G8.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will provide opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G8.B1.S1

The teachers will increase opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G9. Students scoring at Achievement Level 4 will increase 0 percentage point to 84%.

G9.B1 According to the 2013 Algebra I EOC, the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G9.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following actions with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers;

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

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

The teachers will increase opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G9.B1.S1

The teachers will increase opportunities for students to experience success in polynomials.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategy.

G11. Students scoring at Achievement Level 3 on the Geometry EOC will increase 1 percentage point to 37%.

G11.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G11.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry rations; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G11.B1.S1

The teachers will provide numerous opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G11.B1.S1

The teachers will provide numerous opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

G12. Students scoring at or above Achievement Level 4 on the 2014 Geometry EOC will increase by 0 percentage point to 85%.

G12.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G12.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry ratios; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Person or Persons Responsible

math teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G12.B1.S1

The teachers will provide opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

Plan to Monitor Effectiveness of G12.B1.S1

The teachers will provide opportunities for students to experience success in trigonometry and discrete mathematics.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

G13. • Students scoring at Achievement Level 3 on the Grade 8 FCAT 2.0 Science will increase by 3 percentage points to 27%.

G13.B1 As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G13.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Person or Persons Responsible

middle school teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G13.B1.S1

The teachers will increase the opportunities for students to experience success in understanding physical science.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G13.B1.S1

The teachers will increase the opportunities for students to experience success with physical science.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G14. • Students scoring at or above Achievement Level 4 on the Grade 8 Science FCAT 2.0 will increase by 1 percentage point to 41%.

G14.B1 As noted on the 2013 Grade 8 Science FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G14.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Person or Persons Responsible

science

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G14.B1.S1

The teachers will increase the opportunities for the students to experience success in physical science.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G14.B1.S1

The teachers will increase the opportunities for students to experience success in physical science.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G15. Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.

G15.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G15.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Person or Persons Responsible

science teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G15.B1.S1

The teachers will increase the opportunities to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G15.B1.S1

The teachers will increase the opportunities to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G16. Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.

G16.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G16.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Person or Persons Responsible

science teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G16.B1.S1

The teachers will provide opportunities for students to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms, populations, & ecosystems.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G16.B1.S1

The teachers will provide opportunities for students to experience success in molecular & cellular biology, classification, heredity, evolution, and organisms, populations, & ecosystems.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

G17. Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.

G17.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G17.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

The STEM and leadership teams will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

math and science teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G17.B1.S1

The teachers will increase experiences for students to participate in Project-Based Learning in STEM.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G17.B1.S1

The teachers will increase experiences for students to participate in Project-Based Learning in STEM.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G18. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.

G18.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G18.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

The teachers increase the opportunities of STEM-RELATED experiences for their students.

Person or Persons Responsible

math and science teachers

Target Dates or Schedule

on-going

Evidence of Completion

The teacher lesson plans and student work samples will serve as evidence of STEM-RELATED participation activities.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G18.B1.S1

The teachers will increase the opportunities of STEM-RELATED experiences for the students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The teacher lesson plans and student work samples will serve as evidence of STEM-RELATED participation activities

Plan to Monitor Effectiveness of G18.B1.S1

The teachers will increase the opportunities of STEM-RELATED experiences for students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The teacher lesson plans and student work samples will serve as evidence of STEM-RELATED participation activities.

G19. The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.

G19.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G19.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Person or Persons Responsible

math and science teachers

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G19.B1.S1

The teachers increase the opportunities of STEM-RELATED experiences for their students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The teachers increase the opportunities of STEM-RELATED experiences for their students.

Plan to Monitor Effectiveness of G19.B1.S1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G20. Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.

G20.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G20.B1.S1 There will be PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G20.B1.S1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G21. Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.

G21.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G21.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

monthly

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G21.B1.S1

The school leadership leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies

Plan to Monitor Effectiveness of G21.B1.S1

The school leadership leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G22. The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.

G22.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G22.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership teachers

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G22.B1.S1

The school leadership leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G22.B1.S1

The school leadership leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G23. Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G23.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G23.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Person or Persons Responsible

social studies teachers

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G23.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G23.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G24. Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G24.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G24.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Person or Persons Responsible

social studies teachers

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G24.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G24.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G26. Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.

G26.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G26.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Person or Persons Responsible

social studies teachers

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G26.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies

Plan to Monitor Effectiveness of G26.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies

G27. Students scoring in the upper thirds will increase by 2 percentage points to 78%.

G27.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G27.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Person or Persons Responsible

social studies teachers

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Action Step 2

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Person or Persons Responsible

social studies teachers

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G27.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Plan to Monitor Effectiveness of G27.B1.S1

The teachers will provide opportunities for students to become more proficient in the following areas: reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G28. Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.

G28.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G28.B1.S1 The school will record the attendance of students.

Action Step 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. • The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer Mediation teams will be developed as a means of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance during classes as well as at after school tutorial programs.

Facilitator:

Assistant Principal

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G28.B1.S1

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

Plan to Monitor Effectiveness of G28.B1.S1

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

G29. Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.

G29.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G29.B1.S1 The school will record the attendance of students.

Action Step 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. • The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer Mediation teams will be developed as a means of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

Facilitator:

Assistant Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G29.B1.S1

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

Plan to Monitor Effectiveness of G29.B1.S1

The school will continue to provide numerous opportunities to promote great student attendance as well as academic performance.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

G30. • Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.

G30.B1 Using criteria for the federal uniform graduation rate, 100% of students should graduate in 4 years, and 0% of students will in 5 years while 100% of students are at-risk for graduating in 4 years. At-risk students are not enrolling in tutorial programs and parents are not familiar with the resources available for students to meet graduation requirements.

G30.B1.S1 The school will utilize the Student Service office to ensure that proper procedures are in place for all students to graduate on time.

Action Step 1

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school leadership will maintain the following: attendance & enrollment log and minutes of meetings.

Facilitator:

Assistance Principal/Director of Curriculum

Participants:

entire faculty

Plan to Monitor Fidelity of Implementation of G30.B1.S1

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school leadership will maintain the following: attendance & enrollment log and minutes of meetings.

Plan to Monitor Effectiveness of G30.B1.S1

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

Person or Persons Responsible

school leadership team

Target Dates or Schedule

on-going

Evidence of Completion

The school leadership will maintain the following: attendance & enrollment log and minutes of meetings.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.

G1.B1 The area of deficiency for the students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis which resulted in not meeting the AMO for 2013. The data demonstrated that our students were not proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

G1.B1.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B2 The grades 6-10 students scoring at achievement level 3 on the FCAT 2.0 Reading assessments will increase by 1 percentage point to 33%.

G1.B2.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B3 The grades 6-10 students scoring at or above achievement level 4 on FCAT 2.0 Reading assessments will increase by 1 percentage point to 48%.

G1.B3.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B4 The grades 6-10 students making learning gains on FCAT 2.0 assessments will increase by 2 percentage points to 82%.

G1.B4.S1 Students will: • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; Engage in activities that include vocabulary word maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix and root words, and reading from a wide variety of texts; Participate in Reading Plus at the middle school level.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in understanding context clues and shades of meaning, analyzing word structure and words/phrases derived from Latin/Greek roots.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B5 The grades 6-10 students in the lowest 25% making learning gains on the FCAT 2.0 assessments will increase by 1 percentage to 88%.

G1.B5.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B6 The 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. will increase by 1 percentage point to 89%.

G1.B6.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B7 Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) will increase by 4 percentage points to 66%.

G1.B7.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

PD Opportunity 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B8 Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students will increase by 5 percentage points to 51%.

G1.B8.S1 The student will be able to use the following: graphic organizers; rubrics writing prompts; reading response journals/logs

PD Opportunity 1

The teachers will provide opportunities to write academic English outside the classroom.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G1.B9 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) will increase by 1 percentage point to 93%.

G1.B9.S1 The students will: Participate in differentiated instruction; Paraphrase what they have reading; Use visual literacy.

PD Opportunity 1

The teachers will provide opportunities for students to listen and speak academic English outside the classroom.

Facilitator

Assistant Principal/Director of Curriculum

Participants

faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G2. The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the students' inability in presenting detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Students will: • Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources; • Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence; • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

PD Opportunity 1

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Reading Grades 6-10 will be used to determine the effectiveness of the strategy.

G3. The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.

G3.B1 According to the 2013 FCAT 2.0 Grades 6-8 Mathematics, the students in the following subgroups: all students, asians, blacks, white, students with disabilities, and economically disadvantaged experienced difficulty in the Reporting Category: Geometry and Measurement was evident in the level 3 students, Asian, Black, White, Students with Disability, and Economically Disadvantaged subgroups.

G3.B1.S1 The teachers will implement the following strategies: • Provide opportunities for student discourse in geometry using mathematical language; • Use clear definitions in discussion; • Construct viable arguments to defend their reasoning.

PD Opportunity 1

The teachers will take the following action steps with their students: • Give students multiple opportunities to solving problems involving geometry and measurement; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

G5. The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.

G5.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G5.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

PD Opportunity 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

PD Opportunity 2

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, and quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

PD Opportunity 3

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, and quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy

G6. Middle school performance on high school EOC and industry certifications will continue to stay at 100%.

G6.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G6.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

PD Opportunity 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G7. 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. will by 2 percentage points to 83%.

G7.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G7.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

PD Opportunity 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness.

G8. •Students scoring at Achievement Level 3 will increase 0 percentage point to 12%.

G8.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G8.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

PD Opportunity 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

G9. Students scoring at Achievement Level 4 will increase 0 percentage point to 84%.

G9.B1 According to the 2013 Algebra I EOC, the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G9.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

PD Opportunity 1

The teachers will take the following actions with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers;

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategy.

G11. Students scoring at Achievement Level 3 on the Geometry EOC will increase 1 percentage point to 37%.

G11.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G11.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

PD Opportunity 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry rations; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, FCAT Explorer, Florida Achieves, Khan Academy, and Interim Assessments (CBT and paper based) will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT 2.0 Grades 6-8 Mathematics will be used to determine the effectiveness of the strategy.

G12. Students scoring at or above Achievement Level 4 on the 2014 Geometry EOC will increase by 0 percentage point to 85%.

G12.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G12.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

PD Opportunity 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry ratios; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Geometry EOC will be used to determine the effectiveness of the strategy.

G13. • Students scoring at Achievement Level 3 on the Grade 8 FCAT 2.0 Science will increase by 3 percentage points to 27%.

G13.B1 As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G13.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

PD Opportunity 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G14. • Students scoring at or above Achievement Level 4 on the Grade 8 Science FCAT 2.0 will increase by 1 percentage point to 41%.

G14.B1 As noted on the 2013 Grade 8 Science FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G14.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

PD Opportunity 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Science 2.0 will be used to determine the effectiveness of the strategies.

G15. Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.

G15.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G15.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

PD Opportunity 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G16. Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.

G16.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G16.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

PD Opportunity 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

G17. Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.

G17.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G17.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

PD Opportunity 1

The STEM and leadership teams will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G18. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.

G18.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G18.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

PD Opportunity 1

The teachers increase the opportunities of STEM-RELATED experiences for their students.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

The teacher lesson plans and student work samples will serve as evidence of STEM-RELATED participation activities.

G19. The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.

G19.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G19.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

PD Opportunity 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G20. Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.

G20.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G20.B1.S1 There will be PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

PD Opportunity 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

monthly, quarterly

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G21. Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.

G21.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G21.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

PD Opportunity 1

The school leadership leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

monthly

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G22. The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.

G22.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G22.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

PD Opportunity 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

The Data derived from teacher-made and Interim Assessments along with the 2014 FCAT Mathematics (Grades 6-8) & Science 2.0 (Grade 8) and EOCs (Biology, Geometry, & Algebra) will be used to determine the effectiveness of the strategies.

G23. Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G23.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G23.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

PD Opportunity 1

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G24. Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G24.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G24.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

PD Opportunity 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness.

G26. Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.

G26.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G26.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

PD Opportunity 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G27. Students scoring in the upper thirds will increase by 2 percentage points to 78%.

G27.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G27.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

PD Opportunity 1

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

PD Opportunity 2

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

bi-weekly, monthly, quarterly

Evidence of Completion

Teacher-made assessments, samples of student work, and Interim Assessments will be used as tools to monitor for effectiveness. Data derived from teacher-made and Interim Assessments will be used to determine the effectiveness of the strategies.

G28. Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.

G28.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G28.B1.S1 The school will record the attendance of students.

PD Opportunity 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. • The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer Mediation teams will be developed as a means of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Facilitator

Assistant Principal

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance during classes as well as at after school tutorial programs.

G29. Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.

G29.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G29.B1.S1 The school will record the attendance of students.

PD Opportunity 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. • 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. • Peer Mediation teams will be developed as a means of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Facilitator

Assistant Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

The school will keep records of students' attendance and grades during classes as well as at after school tutorial programs.

G30. • Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.

G30.B1 Using criteria for the federal uniform graduation rate, 100% of students should graduate in 4 years, and 0% of students will in 5 years while 100% of students are at-risk for graduating in 4 years. At-risk students are not enrolling in tutorial programs and parents are not familiar with the resources available for students to meet graduation requirements.

G30.B1.S1 The school will utilize the Student Service office to ensure that proper procedures are in place for all students to graduate on time.

PD Opportunity 1

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

Facilitator

Assistance Principal/Director of Curriculum

Participants

entire faculty

Target Dates or Schedule

on-going

Evidence of Completion

The school leadership will maintain the following: attendance & enrollment log and minutes of meetings.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.	\$840
G2.	The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.	\$840
G3.	The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.	\$840
G5.	The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.	\$2,520
G15.	Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.	\$840
G16.	Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.	\$840
G17.	Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.	\$840
G18.	The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.	\$840
G19.	The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.	\$840
G20.	Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.	\$840
G21.	Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.	\$840
G22.	The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.	\$840
G23.	Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.	\$840
G24.	Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.	\$840
G26.	Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.	\$840
G27.	Students scoring in the upper thirds will increase by 2 percentage points to 78%.	\$1,680
G28.	Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.	\$840
G29.	Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.	\$840
G30.	• Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.	\$840
Total		\$18,480

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program		Total
school budget	\$1,680	\$0	\$0	\$1,680
school budget (professional development)	\$13,440	\$840	\$0	\$14,280
	\$0	\$0	\$0	\$0
school budget (professional development)	\$1,680	\$0	\$0	\$1,680
The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.	\$840	\$0	\$0	\$840
Total	\$17,640	\$840	\$0	\$18,480

Budget Details

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

G1. The grades 6-10 students scoring on the FCAT 2.0 Reading will increase by 6 percentage points to 84%.

G1.B1 The area of deficiency for the students in the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category: Literary Analysis which resulted in not meeting the AMO for 2013. The data demonstrated that our students were not proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

G1.B1.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G1.B2 The grades 6-10 students scoring at achievement level 3 on the FCAT 2.0 Reading assessments will increase by 1 percentage point to 33%.

G1.B2.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B3 The grades 6-10 students scoring at or above achievement level 4 on FCAT 2.0 Reading assessments will increase by 1 percentage point to 48%.

G1.B3.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B4 The grades 6-10 students making learning gains on FCAT 2.0 assessments will increase by 2 percentage points to 82%.

G1.B4.S1 Students will: • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; Engage in activities that include vocabulary word maps, word walls, personal dictionaries, instruction in shades of meaning and context, affix and root words, and reading from a wide variety of texts; Participate in Reading Plus at the middle school level.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in understanding context clues and shades of meaning, analyzing word structure and words/phrases derived from Latin/Greek roots.

Resource Type

Resource

Funding Source

Amount Needed

G1.B5 The grades 6-10 students in the lowest 25% making learning gains on the FCAT 2.0 assessments will increase by 1 percentage to 88%.

G1.B5.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B6 The 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. will increase by 1 percentage point to 89%.

G1.B6.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B7 Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) will increase by 4 percentage points to 66%.

G1.B7.S1 Students will: • Employ Venn Diagrams and other graphic organizers across genre analysis; • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; • Word of the Day across the curriculum, VIS charts, etymology.

Action Step 1

The teachers will provide opportunities for students to practice being proficient in comparing how ideas from different authors help students understand/comprehend literature, analysis of words and phrases in context and how those words/phrases relate to words in other texts.

Resource Type

Resource

Funding Source

Amount Needed

G1.B8 Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students will increase by 5 percentage points to 51%.

G1.B8.S1 The student will be able to use the following: graphic organizers; rubrics writing prompts; reading response journals/logs

Action Step 1

The teachers will provide opportunities to write academic English outside the classroom.

Resource Type

Resource

Funding Source

Amount Needed

G1.B9 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) will increase by 1 percentage point to 93%.

G1.B9.S1 The students will: Participate in differentiated instruction; Paraphrase what they have reading; Use visual literacy.

Action Step 1

The teachers will provide opportunities for students to listen and speak academic English outside the classroom.

Resource Type

Resource

Funding Source

Amount Needed

G2. The grades 8 and 10 students scoring at or above 3.5 will increase by 2 percentage points to 86 on the FCAT 2.0 Writing.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to the students' inability in presenting detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Students will: • Support claim(s) with logical reasoning and relevant accurate data and evidence that demonstrate an understanding of the topic or text using credible sources; • Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counter claims, reasons, and evidence; • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Action Step 1

The teachers will provide numerous opportunities for students to present detailed evidence, examples, and reasoning to support effective arguments.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget

Amount Needed

\$840

G3. The grades 6-8 students scoring on the FCAT 2.0 Mathematics will increase by 6 percentage points to 90%.

G3.B1 According to the 2013 FCAT 2.0 Grades 6-8 Mathematics, the students in the following subgroups: all students, asians, blacks, white, students with disabilities, and economically disadvantaged experienced difficulty in the Reporting Category: Geometry and Measurement was evident in the level 3 students, Asian, Black, White, Students with Disability, and Economically Disadvantaged subgroups.

G3.B1.S1 The teachers will implement the following strategies: • Provide opportunities for student discourse in geometry using mathematical language; • Use clear definitions in discussion; • Construct viable arguments to defend their reasoning.

Action Step 1

The teachers will take the following action steps with their students: • Give students multiple opportunities to solving problems involving geometry and measurement; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G5. The middle school participation in high school EOCs and industry certifications will increase to 6 percentage points to 50%.

G5.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G5.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

Action Step 2

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

Action Step 3

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G6. Middle school performance on high school EOC and industry certifications will continue to stay at 100%.

G6.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G6.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. 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. will by 2 percentage points to 83%.

G7.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G7.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. •Students scoring at Achievement Level 3 will increase 0 percentage point to 12%.

G8.B1 According to the 2013 Algebra I EOC the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G8.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following action steps with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9. Students scoring at Achievement Level 4 will increase 0 percentage point to 84%.

G9.B1 According to the 2013 Algebra I EOC, the greatest area of difficulty for students was in the Reporting Category: Polynomials.

G9.B1.S1 The teachers will implement the following strategies: • Provide students with more practice involved in simplifying rational expressions; • Use mathematical practices of the Common Core State Standards to support fluency in rational expressions.

Action Step 1

The teachers will take the following actions with their students: • Give additional opportunities to simplify rational expressions; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers;

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. Students scoring at Achievement Level 3 on the Geometry EOC will increase 1 percentage point to 37%.

G11.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G11.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry rations; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G12. Students scoring at or above Achievement Level 4 on the 2014 Geometry EOC will increase by 0 percentage point to 85%.

G12.B1 According to the 2013 Geometry EOC, the greatest difficulty for students was in the Reporting Category: Trigonometry and Discrete Mathematics.

G12.B1.S1 The teachers will implement the following strategies: • Provide students opportunities to practice the content so they will be successful in solving problems using trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

The teachers will take the following action steps with students: • Give additional opportunities to problem solve with trigonometry ratios; • Increase experience with technology during class time; • Provide opportunities for reading problems on screen, working them out on paper, and reporting the answer on the computers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13. • Students scoring at Achievement Level 3 on the Grade 8 FCAT 2.0 Science will increase by 3 percentage points to 27%.

G13.B1 As noted on the 2013 FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G13.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G14. • Students scoring at or above Achievement Level 4 on the Grade 8 Science FCAT 2.0 will increase by 1 percentage point to 41%.

G14.B1 As noted on the 2013 Grade 8 Science FCAT 2.0, students had difficulty with the Reporting Category: Physical Science.

G14.B1.S1 The teachers will implement the following strategies: • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science (i.e., Science Fair, Fairchild Challenge).

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G15. Students scoring at Level 3 on the 2014 Biology I EOC will increase by 1 percentage point to 49%.

G15.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G15.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G16. Students scoring at Level 4 on the 2014 Biology I EOC will increase 0 percentage point to 43%.

G16.B1 As noted on the 2013 Biology I EOC, students had difficulty in all Reporting Categories: Molecular & Cellular Biology, Classification, Heredity, Evolution, and Organisms, Populations, & Ecosystems.

G16.B1.S1 The teachers will implement the following strategies: • Lessons infused with higher order questioning and response techniques through the curriculum; • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs; • Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and experiences.

Action Step 1

The teachers will take the following action steps: • Will develop professional learning communities of science teachers, with vertical and horizontal alignment within the school once a month during meeting to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science. • Incorporate instructional technology resources into the lesson plans (Gizmos, FCAT Explorer, FCAT Achieves, Brain Pop, etc.)

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G17. Students enrolling in one or more accelerated STEM-related courses will increase by 5 percentage points to 61%.

G17.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G17.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

The STEM and leadership teams will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G18. The number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) will increase by 5 percentage points to 61%.

G18.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G18.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

The teachers increase the opportunities of STEM-RELATED experiences for their students.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget

Amount Needed

\$840

G19. The students enrolling in one or more accelerated STEM-related courses will increase by 7 percentage points to 64%.

G19.B1 In order to emphasize/engage students in the problem-solving process, we need to increase the number of students participating in Project-Based Learning in STEM.

G19.B1.S1 We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Action Step 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (Tropical Fairchild Challenge, school and district wide Science Fairs, etc.).

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G20. Students enrolling in one or more CTE courses will increase by 5 percentage points to 26%.

G20.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G20.B1.S1 There will be PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

Resource Type

Professional Development

Resource

The Master Teacher PD will be our professional development program that will provide teachers with 36 weekly modules of research-based, best-practice strategies on the topics of leadership, instructional strategies, assessment, and professional growth. Each module includes a feature article; reflect and connect questions to encourage thought and discussion; and a panel of tips that are practical and easy to implement. The Master Teacher PD will use the Professional Learning Communities.

Funding Source

school budget (professional development)

Amount Needed

\$840

G21. Students who have completed one or more CTE courses who enroll in one or more accelerated courses will continue to stay at 100%.

G21.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G21.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

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Funding Source

school budget (professional development)

Amount Needed

\$840

G22. The completion rate (%) for CTE students enrolled in accelerated courses will continue to stay at a 100%.

G22.B1 The CTE teachers lack knowledge of the Common Core State Standards for literacy in Science and Technical subjects.

G22.B1.S1 The school leadership team will provide PD opportunities at school site for CTE teachers on CCSS literacy Standards for Technical Subjects.

Action Step 1

The school leadership team will ensure that all professional development workshops equipped the teachers in increasing their knowledge of the Common Core State Standards for literacy in Science and Technical subjects. The newly gained knowledge of the teachers will be transferred into the classrooms where the students will reap the benefits.

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Amount Needed

\$840

G23. Students scoring at achievement Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G23.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G23.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

Resource Type

Professional Development

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Funding Source

school budget (professional development)

Amount Needed

\$840

G24. Students scoring at Level 3 on the Civics EOC will increase by 2 percentage points to 48%.

G24.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G24.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

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Funding Source

school budget (professional development)

Amount Needed

\$840

G26. Students scoring in the middle thirds will increase by 2 percentage points to 25% on the U.S. History End of Course assessment.

G26.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G26.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

The teachers will take the following action step: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

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Funding Source

school budget (professional development)

Amount Needed

\$840

G27. Students scoring in the upper thirds will increase by 2 percentage points to 78%.

G27.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that the students were weak in in reading comprehension, evaluating primary source documents including political cartoons, determining bias in primary and secondary resources.

G27.B1.S1 The teachers will implement the following strategies: • Expose students to a wide a variety of materials including but not limited to, primary and secondary resources, graphs, charts and maps; • Provide multiple opportunities for students to analyze data and information with a concentration on deduction from said materials; • Create opportunities for students to learn to think critically by utilizing said materials and will produce critical analyses.

Action Step 1

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Funding Source

school budget (professional development)

Amount Needed

\$840

Action Step 2

The teachers will take the following action steps: • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' wear areas of benchmark mastery.

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Funding Source

school budget (professional development)

Amount Needed

\$840

G28. Students who miss 10% or more of available instructional time will decrease by 1 percentage point to 1%.

G28.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more courses in any subject, along with students who receive two or more behavioral referrals.

G28.B1.S1 The school will record the attendance of students.

Action Step 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. • The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. • Peer Mediation teams will be developed as a means of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship.

Resource Type

Professional Development

Resource

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Funding Source

school budget (professional development)

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G29. Students s who miss 10 percent or more of available instructional time decrease by 1 percentage point to 1%.

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Action Step 1

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Funding Source

school budget (professional development)

Amount Needed

\$840

G30. • Students dropping out of school, as defined in s.1003.01(9), F.S. will continue to stay at 0%.

G30.B1 Using criteria for the federal uniform graduation rate, 100% of students should graduate in 4 years, and 0% of students will in 5 years while 100% of students are at-risk for graduating in 4 years. At-risk students are not enrolling in tutorial programs and parents are not familiar with the resources available for students to meet graduation requirements.

G30.B1.S1 The school will utilize the Student Service office to ensure that proper procedures are in place for all students to graduate on time.

Action Step 1

- Student service chair will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program.
- Student services chair and administrator will provide parent meetings to inform parents of graduation requirements.
- Student services chair will monitor enrollment log tracking at-risk students.

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