2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy Lakes High School
17300 NW 87TH AVE
Hialeah, FL 33015
305-512-3917

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	74%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	94%

School Grades History

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

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
Mater Academy Lakes High School

Principal
Rene Rovirosa

School Advisory Council chair
George Groezinger

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

Name	Title
Rene Rovirosa	Principal
Francisco Jimenez	Vice Principal
George Groezinger	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Vice Principal – 1, Assistant Principal – 1, UTD steward – 1, teachers – 6, parents – 10, student – 3.

Involvement of the SAC in the development of the SIP

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup.

Activities of the SAC for the upcoming school year

The EESAC Committee will ensure that funds allocated for instructional supplies that foster student success are spent appropriately. In addition formative assessments results will be analyzed, data disaggregated, instruction adjusted and interventions implemented that ensure that all students have a maximum opportunity to perform at grade-level mastery on summative assessments.

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

Funds will be used toward the purchase of iXEL materials for math classes and for Springboard materials in Language Arts classes

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:

Rene Rovirosa		
Principal	Years as Administrator: 11	Years at Current School: 8

Credentials	BS-Social Studies, Florida International University; MS-Supervision, Florida International University, Educational Leadership Certificate- State of Florida
Performance Record	2013 – School Grade Pending Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade = B Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 % Math Imp. of Lowest 25% - 64 % Rdg. AMO 65% Math AMO–68% 2011 - School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67% Math Imp. of Lowest 25% - 62% 2010 School Grade = A Rdg. Proficiency, 46% Math Proficiency, 79% Rdg. Lrg. Gains, 59% Math Lrg. Gains, 75% Rdg. Imp. of Lowest 25% - 67% Math Imp. of Lowest 25% - 77% 2009 School Grade = B Rdg. Proficiency, 57% Math Proficiency, 62% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 25% - 75% Math Imp. of Lowest 25% - 70%

Francisco Jimenez		
Asst Principal	Years as Administrator: 11	Years at Current School: 4

Credentials	BS in Biology and MS in Educational Leadership from Barry University
Performance Record	2013 – School Grade Pending Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade = B Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 64 points Rdg. AMO 65% Math AMO–68% 2011 - School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 65 points 2010 - School Grade = A Rdg. Proficiency, 61% Math Proficiency, 91% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 84 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 82 points 2009 - School Grade = A Rdg. Proficiency, 46% Math Proficiency, 88% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 85 points

Rdg. Imp. of Lowest 25% -
51 points
Math Imp. of Lowest 25% -
87 points

George Groezinger		
Asst Principal	Years as Administrator: 2	Years at Current School: 7

Credentials	BS in Chemistry, Wheaton College; MS in Educational Leadership, American College of Education
Performance Record	2013 – School Grade Pending Rdg. Proficiency, 75% Math Proficiency, 76% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 75points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –68% Math AMO–71% 2012 – School Grade = B Rdg. Proficiency, 66% Math Proficiency, 69% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 64 points Rdg. AMO 65% Math AMO–68% 2011 - School Grade = B Rdg. Proficiency, 68% Math Proficiency, 70% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67% Math Imp. of Lowest 25% - 62% 2010 School Grade = A Rdg. Proficiency, 46% Math Proficiency, 79% Rdg. Lrg. Gains, 59% Math Lrg. Gains, 75% Rdg. Imp. of Lowest 25% - 67% Math Imp. of Lowest 25% - 77% 2009 School Grade = B Rdg. Proficiency, 57% Math Proficiency, 62% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 74% Rdg. Imp. of Lowest 25% - 75% Math Imp. of Lowest 25% - 70%

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

38

 # receiving effective rating or higher

31, 82%

 # Highly Qualified Teachers

97%

 # certified in-field

37, 97%

 # ESOL endorsed

1, 3%

 # reading endorsed

1, 3%

 # with advanced degrees

7, 18%

 # National Board Certified

0, 0%

 # first-year teachers

7, 18%

 # with 1-5 years of experience

14, 37%

 # with 6-14 years of experience

14, 37%

 # with 15 or more years of experience

13, 34%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Prospective teachers are interviewed by Administration and Department Heads to determine educational experience and expertise.

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

New teachers at Mater Lakes Academy are paired with veteran teachers who teach the same subjects for the sharing of Best Practices, and participation in weekly professional learning communities, release time for observation, coaching and 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

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

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

RtI leadership is vital, therefore, in building our team we have considered the following:
• Principal who will ensure commitment and allocate resources;
• Vice-Principal will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Assistant Principal who will meet to review consensus, infrastructure, and implementation of building level.
With these paramaters in mind, our leadership team consists of:

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

FAIR Assessments
• CELLA Assessment
• Baseline Assessments
• Pre and Post Tests
• Interim Assessments
• FCAT Scores
• EOC Scores
• Teacher Formative and Summative Assessments
• Student Portfolios
• IEP's
• Suspension Rates
• Attendance Rates
2. Data is analyzed and disaggregated first by the MTSS/RtI leadership team. This data is used to drive instruction as well as to plan interventions. Responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.

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

The MTSS Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.
1. MTSS leadership is vital, therefore, in building our team we have considered the following:
• Administrators will ensure commitment and allocate resources
• Teachers will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group levels.
• Team members will meet to review consensus, infrastructure, and implementation of MTSS
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group Community stakeholders

Literacy Leadership Team (LLT)

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

Name	Title
Rene Rovirosa	Principal
Francisco Jimenez	Vice Principal
George Groezinger	Assistant Principal
Matthew Bieule	Test Chair
Jessica Falcon	Social Studies Department Head
Nored Nunez	Science Department Head
Jessica Brown	Reading Department Head
Jennifer Todd	Social Studies Teacher
Wilhelm Lapica	Social Studies Teacher

How the school-based LLT functions

1. The Literacy Team will meet monthly to analyze and disaggregate data.
2. The role of the LLT is to work on constantly reviewing and modifying our literacy efforts for the school year based on areas of needed improvement.
3. The LLT will train faculty and staff on the school's literacy initiatives through professional development and departmental meetings
4. There will be at least one member of the LLT to attend all EESAC meetings to report the LLT efforts to all stakeholders.

Major initiatives of the LLT

>Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.
>All teachers will promote reading and writing skills in their classrooms.
>All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.

>The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms

Every Teacher Contributes to Reading Instruction

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

At Mater Lakes Academy all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained. The establishment of a literacy leadership team will help facilitate many professional developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.
A myriad of instructional resources are housed in our library, and word walls will be employed in every discipline.
The Literacy Leadership Team will be responsible for monitoring that reading strategies are 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

Our Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. Mater Lakes Academy High School supports the Secondary School Reform, Articulation, Transition, and Orientation to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Students are encouraged to matriculate in Advanced Placement courses and those students that qualify are encouraged to participate in the Dual Enrollment courses. Core area teachers distribute Community Service packets beginning in grade nine stressing the responsibility of the student to strengthen and improve community relations.

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

Our Student Services professionals counsel each student individually so that academic and career planning is comprehensive and specifically tailored to the learning needs of every student. This process is systemic and encompasses and evaluation of students standardized test scores, classroom grades and teacher evaluations.

Strategies for improving student readiness for the public postsecondary level

Core area teachers distribute Community Service packets beginning in grade nine stressing the responsibility of the student to strengthen and improve community relations.
Beginning as early as September, students are given specific lessons on college applications, scholarship preparation and interviewing skills. All students are recommended to complete a Silver Knights application, scholarship applications and college applications which encompass the skills necessary for real life situations such as application preparation, writing skills, interviews with active professionals, appropriate dress and networking skills.
This year we are offering 20 AP classes in 14 different subject areas and Honors classes are offered in each subject area. This year the PSAT will be administered to all of our 9th -10th graders here at the

school. 11th graders have the option of taking the PSAT based on National Merit Scholarship opportunities. In addition, we strongly encourage our upperclassmen to participate in SAT and ACT Testing.

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	58%	68%	Yes	63%
American Indian				
Asian				
Black/African American	58%	46%	No	63%
Hispanic	58%	69%	Yes	63%
White	63%	61%	No	67%
English language learners	38%	40%	Yes	45%
Students with disabilities	36%	50%	Yes	42%
Economically disadvantaged	58%	66%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	30%	32%
Students scoring at or above Achievement Level 4	205	37%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		83%	85%

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)	42	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	57%	61%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	38%	44%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		69%	72%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	230	84%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	75%	Yes	55%
American Indian				
Asian				
Black/African American				
Hispanic	50%	76%	Yes	55%
White				
English language learners	53%	59%	Yes	57%
Students with disabilities				
Economically disadvantaged	53%	73%	Yes	57%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		78%	80%
Students in lowest 25% making learning gains (EOC)		77%	79%

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.		59%	63%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	52%	55%
Students scoring at or above Achievement Level 4	18	11%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	35%	38%
Students scoring at or above Achievement Level 4	96	33%	34%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	45%	46%
Students scoring at or above Achievement Level 4	69	33%	33%

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)	5		7
Participation in STEM-related experiences provided for students	250	24%	27%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	57	7%	9%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	57	100%	100%
CTE-STEM program concentrators	9		10
Students taking CTE-STEM industry certification exams	20	2%	4%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	151	18%	20%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	88	11%	13%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	20	2%	3%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	1	2%	3%
CTE teachers holding appropriate industry certifications	1	2%	3%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	62	7%	6%
Students in ninth grade with one or more absences within the first 20 days	12	1%	0%
Students in ninth grade who fail two or more courses in any subject	27	9%	8%
Students with grade point average less than 2.0	79	9%	8%
Students who fail to progress on-time to tenth grade	9	3%	2%
Students who receive two or more behavior referrals	60	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	99	11%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	100	85%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	11	58%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	89	88%	88%

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

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events.
Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To observe and increase of 3% in the percentage of parents who attend EESAC Meetings, Open House, and School functions	568	68%	71%

Goals Summary

G1. 68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.

G2. In the 2012 school year 69% of our students were deemed Postsecondary Ready. Our goal is to increase this by 3 percentage points to 72% for the 2013-2014 school year.

G3. On the 2013 FCAT Writing student proficiency level was at 73%. Our goal is to increase proficiency level by 3 percentage points to 76% on the 2014 FCAT Writing.

G4. 78% of our students made Learning Gains in Mathematics assessments during the 2012-2013 school year. Our goal for the 2013-2014 school year is for 80% of our students to make Learning Gains.

G5. 59% of students demonstrated Postsecondary readiness in Mathematics during the past school year. Our goal for the 2013-2014 school year is for 63% of our students to demonstrate Postsecondary readiness in Mathematics.

G6. 63% of students scored proficient on the Spring 2013 Algebra I EOC. Our goal is to have 67% score proficient on the Spring 2014 Algebra I EOC.

G7. 68% of students scored proficient on the Spring 2013 Geometry EOC. Our goal is to have 72% score proficient on the Spring 2014 Geometry EOC.

G8. 78% of students scored proficient on the Spring 2013 Biology EOC. Our goal is to have 79% score proficient on the Spring 2014 Biology EOC.

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 5 to 7 and percent of participation from 24% to 27% in STEM related courses for all students.

G10. Our target for this year is to see 63% of our students demonstrate proficiency on the administration of the Spring 2014 US History EOC.

G11. Our goal is to increase the participation rate of students taking the CTE courses from 18% to 20%.

G12. Our goal is to decrease the amount of students missing 10% or more of instructional progress based on the teachers planned instructional unit from 7% for the 2012-2013 school year to 6% for this 2013-2014 school year.

G13. Our on-time graduation rate for the 2012-2013 school year was 85%. Our goal for this 2013-2014 school year is to maintain our on-time graduation rate at 85%.

G14. During the 2012-2013 school year sign-in sheets indicate that 68% of parents were involved in attending school activities. Our goal for the 2013-2014 school year is to increase this by 3 percentage points to 71% of parents being involved in attending.

Goals Detail

G1. 68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.

Targets Supported

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

Resources Available to Support the Goal

- The inclusion of Springboard Reading Strategies, word walls in all classrooms regardless of the discipline, and teaching reading strategies across the curriculum are resources that will support Reading Comprehension strategies.

Targeted Barriers to Achieving the Goal

- Our African America student population demonstrated that only 46% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 63% of our African American population to be proficient on the 2014 FCAT Reading 2.0.

- Our white student population demonstrated that only 61% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 67% of our white population to be proficient on the 2014 FCAT Reading 2.0.

- Results of the 2013 FCAT Reading 2.0 show that 30% of our students scored at Level 3. Our goal for the 2014 FCAT Reading 2.0 is to have 32% of our students score at Level 3.

- Results of the 2013 FCAT Reading 2.0 show that 37% of our students scored at Level 4-5. Our goal for the 2014 FCAT Reading 2.0 is to have 38% of our students score at Level 4-5.

- Results of the 2013 FCAT Reading 2.0 show that 76% of our students made Learning Gains. Our goal for the 2014 FCAT Reading 2.0 is to have 78% of our students make Learning Gains.

- Results of the 2013 FCAT Reading 2.0 show that 83% of our lowest 25% students made Learning Gains. Our goal for the 2014 FCAT Reading 2.0 is to have 85% of our lowest 25% students make Learning Gains.

- Results of the 2013 CELLA indicate that 65% of our students demonstrated proficiency on the Listening/Speaking portion of the exam. Our goal for the 2014 CELLA is to have 69% of our students demonstrate proficiency on the Listening/Speaking section.

- Results of the 2013 CELLA indicate that 57% of our students demonstrated proficiency on the Reading portion of the exam. Our goal for the 2014 CELLA is to have 61% of our students demonstrate proficiency on the Reading section.

- Results of the 2013 CELLA indicate that 38% of our students demonstrated proficiency on the Writing portion of the exam. Our goal for the 2014 CELLA is to have 44% of our students demonstrate proficiency on the Writing section.

Plan to Monitor Progress Toward the Goal

Bi-weekly assessment results will be monitored as well as Interim Assessment Results to ensure students are making progress toward

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Interim assessment data will be evaluated to ensure students are performing at target levels.

G2. In the 2012 school year 69% of our students were deemed Postsecondary Ready. Our goal is to increase this by 3 percentage points to 72% for the 2013-2014 school year.

Targets Supported

Resources Available to Support the Goal
- Pull-out tutoring programs will be provided for those students who are not Reading at grade level.

Targeted Barriers to Achieving the Goal
- Students are struggling to meet all High School Graduation requirements.

Plan to Monitor Progress Toward the Goal

Percentage of students meeting High School graduation requirements will be monitored.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Percentage of students meeting High School graduation requirements will be monitored.

G3. On the 2013 FCAT Writing student proficiency level was at 73%. Our goal is to increase proficiency level by 3 percentage points to 76% on the 2014 FCAT Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Students will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

Targeted Barriers to Achieving the Goal
- Students are not given enough opportunities to use graphic organizers, to free-write and to write and analyze their prompts

Plan to Monitor Progress Toward the Goal

Formative writing prompts

Person or Persons Responsible
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Formative writing prompts

G4. 78% of our students made Learning Gains in Mathematics assessments during the 2012-2013 school year. Our goal for the 2013-2014 school year is for 80% of our students to make Learning Gains.

Targets Supported

Resources Available to Support the Goal
- Purchase of iXEL for teachers and students.

Targeted Barriers to Achieving the Goal
- Students lack opportunities to practice mathematics skills such as problem solving and interpreting and solving real-world problems.

Plan to Monitor Progress Toward the Goal

Interim Assessments for Algebra I and Geometry will be given in the fall and spring of the 2013-2014 school year

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013, Spring 2014

Evidence of Completion:
Interim Assessments for Algebra I and Geometry will be given in the fall and spring of the 2013-2014 school year

G5. 59% of students demonstrated Postsecondary readiness in Mathematics during the past school year. Our goal for the 2013-2014 school year is for 63% of our students to demonstrate Postsecondary readiness in Mathematics.

Targets Supported

Resources Available to Support the Goal
- iXEL resources

Targeted Barriers to Achieving the Goal
- Students lack opportunities to practice with real-world problems in Mathematics.

Plan to Monitor Progress Toward the Goal

Algebra I and Geometry EOC's

Person or Persons Responsible
Administration

Target Dates or Schedule:
Spring 2014

Evidence of Completion:
Algebra I and Geometry EOC results

G6. 63% of students scored proficient on the Spring 2013 Algebra I EOC. Our goal is to have 67% score proficient on the Spring 2014 Algebra I EOC.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- iXEL

Targeted Barriers to Achieving the Goal
- 52% of students scored Level 3 proficiency on the Spring 2013 Algebra I EOC. Our goal is to have 55% score Level 3 proficiency on the Spring 2014 Algebra I EOC.

- 11% of students scored Level 4-5 proficiency on the Spring 2013 Algebra I EOC. Our goal is to have 12% score Level 4-5 proficiency on the Spring 2014 Algebra I EOC.

Plan to Monitor Progress Toward the Goal

Algebra I Fall and Winter Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013, Winter 2014

Evidence of Completion:
Algebra I Fall and Winter Interim Assessment results

G7. 68% of students scored proficient on the Spring 2013 Geometry EOC. Our goal is to have 72% score proficient on the Spring 2014 Geometry EOC.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- iXEL

Targeted Barriers to Achieving the Goal
- 35% of students scored Level 3 proficiency on the Spring 2013 Geometry EOC. Our goal is to have 38% score Level 3 proficiency on the Spring 2014 Geometry EOC.
- 33% of students scored Level 4-5 proficiency on the Spring 2013 Geometry EOC. Our goal is to have 34% score Level 4-5 proficiency on the Spring 2014 Geometry EOC.

Plan to Monitor Progress Toward the Goal

Fall and Winter Geometry Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013, Winter 2014

Evidence of Completion:
Fall and Winter Geometry Interim Assessments results

G8. 78% of students scored proficient on the Spring 2013 Biology EOC. Our goal is to have 79% score proficient on the Spring 2014 Biology EOC.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Laboratory Materials

Targeted Barriers to Achieving the Goal
- 45% of students scored Level 3 proficiency on the Spring 2013 Biology EOC. Our goal is to have 46% score Level 3 proficiency on the Spring 2014 Biology EOC.
- 33% of students scored Level 4-5 proficiency on the Spring 2013 Biology EOC. Our goal is to maintain 33% Level 4-5 proficiency on the Spring 2014 Biology EOC

Plan to Monitor Progress Toward the Goal

Fall and Winter Biology Interim Assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Fall 2013, Winter 2014

Evidence of Completion:
Fall and Winter Biology Interim Assessments

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 5 to 7 and percent of participation from 24% to 27% in STEM related courses for all students.

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Plan to Monitor Progress Toward the Goal

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Semi-annually

Evidence of Completion:
Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

G10. Our target for this year is to see 63% of our students demonstrate proficiency on the administration of the Spring 2014 US History EOC.

Targets Supported

Resources Available to Support the Goal

- The inclusion of word walls in all US History classrooms and teaching reading comprehension strategies across the curriculum are resources that will support student achievement on the US History EOC.

Targeted Barriers to Achieving the Goal

- Students struggle with reading comprehension strategies and subject-specific vocabulary. 68% of our students demonstrated proficiency on the 2013 FCAT Reading 2.0. Since reading comprehension strategies and a grasp of subject-specific vocabulary are essential to student achievement in US History these strategies will be implemented with fidelity. Students will be given opportunities to practice reading comprehension strategies when reading US History informational text.

Plan to Monitor Progress Toward the Goal

Results of the Fall and Winter Interim Assessments in US History will determine whether or not students are mastering the standards.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Winter, 2014

Evidence of Completion:

Results of the Fall and Winter Interim Assessments in US History will determine whether or not students are mastering the standards.

G11. Our goal is to increase the participation rate of students taking the CTE courses from 18% to 20%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Counselors

Targeted Barriers to Achieving the Goal

- Students do not recognize the value of participation in CTE courses or CTE certifications.

Plan to Monitor Progress Toward the Goal

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Semi-annually

Evidence of Completion:
Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

G12. Our goal is to decrease the amount of students missing 10% or more of instructional progress based on the teachers planned instructional unit from 7% for the 2012-2013 school year to 6% for this 2013-2014 school year.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Student code of conduct

Targeted Barriers to Achieving the Goal
- Students do not realize the importance of regular attendance.

Plan to Monitor Progress Toward the Goal

Provide a copy of the student code of conduct to all students and parents

Person or Persons Responsible
Administration

Target Dates or Schedule:
August 2013

Evidence of Completion:
Provide a copy of the student code of conduct to all students and parents

G13. Our on-time graduation rate for the 2012-2013 school year was 85%. Our goal for this 2013-2014 school year is to maintain our on-time graduation rate at 85%.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- School guidance counselors

Targeted Barriers to Achieving the Goal
- Students are not familiar with the requirements for High School graduation.

Plan to Monitor Progress Toward the Goal

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

G14. During the 2012-2013 school year sign-in sheets indicate that 68% of parents were involved in attending school activities. Our goal for the 2013-2014 school year is to increase this by 3 percentage points to 71% of parents being involved in attending.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Plan to Monitor Progress Toward the Goal

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. 68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.

G1.B1 Our African America student population demonstrated that only 46% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 63% of our African American population to be proficient on the 2014 FCAT Reading 2.0.

G1.B1.S1 Springboard Reading Strategies will be employed with fidelity with all of our students and Pull-Out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks.

Action Step 1

Purchase Springboard Reading Strategies which will be employed with fidelity with all of our students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s) - Formative: Mini assessments, Baseline and Interim Assessment tests, Springboard Assessments and FAIR assessments. Summative: 2014 FCAT 2.0 Reading

Facilitator:

Assistant Principal

Participants:

All Language Arts Teachers

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

Classroom Observations and Walk-throughs

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-Weekly assessment data and Interim Assessment Data

Evidence of Completion

Assessment(s) - Formative: Mini assessments, Baseline and Interim Assessment tests, Springboard Assessments and FAIR assessments. Summative: 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S1

2014 Reading FCAT 2.0

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

April 2014

Evidence of Completion

Percentage of students scoring proficient on 2014 FCAT 2.0 Reading will be assessed to be sure AMO targets have been reached.

G1.B2 Our white student population demonstrated that only 61% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 67% of our white population to be proficient on the 2014 FCAT Reading 2.0.

G1.B2.S1 Springboard Reading Strategies will be employed with fidelity with all of our students and pull-out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks and

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning. • analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s) - Formative: Mini assessments, Baseline and Interim Assessment tests, Springboard Assessments and FAIR assessments. Summative: 2014 FCAT 2.0 Reading

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

Classroom Walk-throughs and Observations and review of teacher lesson plans

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Biweekly

Evidence of Completion

Lesson plans will be evaluated and classroom walk-throughs and observations will ensure that strategies are implemented with fidelity.

Plan to Monitor Effectiveness of G1.B2.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

April 2014

Evidence of Completion

FCAT data will be analyzed to determine if the percentage of students proficient in reading meet AMO targets.

G1.B3 Results of the 2013 FCAT Reading 2.0 show that 30% of our students scored at Level 3. Our goal for the 2014 FCAT Reading 2.0 is to have 32% of our students score at Level 3.

G1.B3.S1 Students should practice with the Reading Plus program in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and- answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

Procurement of Reading Plus

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Reading Plus materials in hand

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B3.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 scores

G1.B4 Results of the 2013 FCAT Reading 2.0 show that 37% of our students scored at Level 4-5. Our goal for the 2014 FCAT Reading 2.0 is to have 38% of our students score at Level 4-5.

G1.B4.S1 Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include: • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities. • determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Action Step 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation logs

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Observation logs

Plan to Monitor Effectiveness of G1.B4.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 results

G1.B5 Results of the 2013 FCAT Reading 2.0 show that 76% of our students made Learning Gains. Our goal for the 2014 FCAT Reading 2.0 is to have 78% of our students make Learning Gains.

G1.B5.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.

Action Step 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B5.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0

G1.B6 Results of the 2013 FCAT Reading 2.0 show that 83% of our lowest 25% students made Learning Gains. Our goal for the 2014 FCAT Reading 2.0 is to have 85% of our lowest 25% students make Learning Gains.

G1.B6.S1 Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts.

Action Step 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum.

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B6.S1

2014 FCAT Reading 2.0

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Reading 2.0 results

G1.B7 Results of the 2013 CELLA indicate that 65% of our students demonstrated proficiency on the Listening/Speaking portion of the exam. Our goal for the 2014 CELLA is to have 69% of our students demonstrate proficiency on the Listening/Speaking section.

G1.B7.S1 Teachers will be given instruction in the use of cognates in their instruction. Bilingual students whose first language is a romance language such as Spanish, French, Italian, Portuguese and Romanian, are at an advantage when it comes to vocabulary acquisition in English. These students can often call on their knowledge of cognates in their native language to determine the meanings of the words in their second language. The number of cognates they will encounter tends to increase as they encounter increasing numbers of words with Latin roots, especially in their science and social studies courses. Words have two dimensions, a label and the concept(s) or meaning(s) behind the label. Often English language learners, especially if they are orally proficient and literate in their first language, already know the equivalent concept for new English words they encounter. In these cases they can be quickly taught the English label, usually by just translating the English word for them into their native languages. In other cases, they know both the concept and the label in the form of a cognate. It should also be noted that some cognates are well known in one language, but not the other. Consider for example, infirm/enfermo or difficult/difícil. In both cases, the English word is a rare one and the Spanish is the most common label used for the concept. A teacher does not need to be bilingual in order to use cognates for teaching. The teacher can look words up in a bilingual dictionary to see if it is a cognate or ask the students if they know of a similar word in Spanish. Following are suggested steps for teaching Spanish-speaking literates to use cognates and context in reading texts in English. Step 1-Have students read the text silently or aloud to a partner. Discuss what it means with the partner or in a small group. Step 2-Discuss the vocabulary with the whole class. Use cognates and context clues to figure out meanings. Point out spelling patterns, like –tion in English becomes –ción in Spanish. Step 3-Discuss grammatical differences between English and Spanish such as word order for nouns and adjectives. Step 4-Read the text aloud as students follow along. Have students listen for words they recognize orally. Step 5- Clarify and explain words in the texts that cannot be figured out from cognates or context.

Action Step 1

Listening/Speaking strategies and cognate strategies will be provided to all teachers of students in Language Arts classes to be used with ELL students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Listening/Speaking strategies and cognate strategies will be provided to all teachers of students in Language Arts classes to be used with ELL students.

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

Classroom observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B7.S1

2014 CELLA Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 CELLA Assessment results

G1.B8 Results of the 2013 CELLA indicate that 57% of our students demonstrated proficiency on the Reading portion of the exam. Our goal for the 2014 CELLA is to have 61% of our students demonstrate proficiency on the Reading section.

G1.B8.S1 Teachers of ELL students will be provided strategies such as... Word Banks/Vocabulary Notebooks Word banks can be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading. Decoding/Phonics/Spelling Decoding - Analyzing text in order to identify and understand individual words. Phonics -Figuring out the written code. The letter/sound relationships in language, and also the relationship of spelling patterns to sound patterns. Spelling - spelling that is in the standard or correct form for written documents.

Action Step 1

Teachers of ELL students will be provided strategies such as... Word Banks/Vocabulary Notebooks Word banks can be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading. Decoding/Phonics/Spelling Decoding - Analyzing text in order to identify and understand individual words. Phonics -Figuring out the written code. The letter/sound relationships in language, and also the relationship of spelling patterns to sound patterns. Spelling - spelling that is in the standard or correct form for written documents.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers of ELL students will be provided strategies such as... Word Banks/Vocabulary Notebooks Word banks can be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading. Decoding/Phonics/Spelling Decoding - Analyzing text in order to identify and understand individual words. Phonics -Figuring out the written code. The letter/sound relationships in language, and also the relationship of spelling patterns to sound patterns. Spelling - spelling that is in the standard or correct form for written documents.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation lgos

Plan to Monitor Effectiveness of G1.B8.S1

2014 CELLA Assessment

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 CELLA Assessment Results

G1.B9 Results of the 2013 CELLA indicate that 38% of our students demonstrated proficiency on the Writing portion of the exam. Our goal for the 2014 CELLA is to have 44% of our students demonstrate proficiency on the Writing section.

G1.B9.S1 Teachers will be provided strategies for instructing ELL students in Writing such as... Semantic Mapping This strategy provides ELL students with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students offer as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the called out words to the topic, and eventually a consensus is reached as to what the class believes constitutes a "web" for that concept. Timelines Timelines are graphic organizers, which allow learners to organize sequential events chronologically, and also give meaningful practice in the past and present tenses.

Action Step 1

Teachers will be provided strategies for instructing ELL students in Writing such as Semantic Mapping and Timelines.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will be provided strategies for instructing ELL students in Writing such as Semantic Mapping and Timelines.

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G1.B9.S1

2014 CELLA Writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 CELLA Writing results

G2. In the 2012 school year 69% of our students were deemed Postsecondary Ready. Our goal is to increase this by 3 percentage points to 72% for the 2013-2014 school year.

G2.B1 Students are struggling to meet all High School Graduation requirements.

G2.B1.S1 Pull-out tutoring will be provided for students who are not reading at grade level.

Action Step 1

Pull-out tutoring will be provided for students who are not reading at grade level.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Pull-out tutoring will be provided for students who are not reading at grade level.

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

Pull-out tutoring logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Pull-out tutoring logs

Plan to Monitor Effectiveness of G2.B1.S1

Percentage of students graduating on time will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Percentage of students graduating on time will be monitored

G2.B1.S2 Counselors will encourage students to take the SAT, ACT and PERT assessments through which they will demonstrate college readiness.

Action Step 1

Counselors will encourage students to take the SAT, ACT and PERT assessments through which they will demonstrate college readiness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselors will encourage students to take the SAT, ACT and PERT assessments through which they will demonstrate college readiness.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Logs of SAT, ACT and PERT assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Logs of SAT, ACT and PERT assessments

Plan to Monitor Effectiveness of G2.B1.S2

On time high school graduation rate will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Annually

Evidence of Completion

On time high school graduation rate will be monitored.

G3. On the 2013 FCAT Writing student proficiency level was at 73%. Our goal is to increase proficiency level by 3 percentage points to 76% on the 2014 FCAT Writing.

G3.B1 Students are not given enough opportunities to use graphic organizers, to free-write and to write and analyze their prompts

G3.B1.S1 Students will be provided opportunities to use graphic organizers, to free-write and to write and analyze their prompts

Action Step 1

Students are not given enough opportunities to use graphic organizers, to free-write and to write and analyze their prompts.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Students are not given enough opportunities to use graphic organizers, to free-write and to write and analyze their prompts.

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G3.B1.S1

2014 FCAT Writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 FCAT Writing results

G4. 78% of our students made Learning Gains in Mathematics assessments during the 2012-2013 school year. Our goal for the 2013-2014 school year is for 80% of our students to make Learning Gains.

G4.B1 Students lack opportunities to practice mathematics skills such as problem solving and interpreting and solving real-world problems.

G4.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math teachers and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

iXEL license in hand.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G4.B1.S1

Algebra I and Geometry EOC's

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Algebra I and Geometry EOC results

G4.B1.S2 Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Action Step 1

Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G4.B1.S2

Alg 1 and Geometry EOC results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Alg 1 and Geometry EOC results

G5. 59% of students demonstrated Postsecondary readiness in Mathematics during the past school year. Our goal for the 2013-2014 school year is for 63% of our students to demonstrate Postsecondary readiness in Mathematics.

G5.B1 Students lack opportunities to practice with real-world problems in Mathematics.

G5.B1.S1 Students will practice with real-world problems through iXEL.

Action Step 1

Provide iXEL access to all teachers and students

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide iXEL access to all teachers and students.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G5.B1.S1

Algebra I and Geometry Fall and Winter Interim Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall2013, Winter 2014

Evidence of Completion

Algebra I and Geometry Fall and Winter Interim Assessments

G5.B1.S2 Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Action Step 1

Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Mathematics instruction will be supplemented through the use of manipulatives and foldables.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of G5.B1.S2

Algebra I and Geometry EOC results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

Algebra I and Geometry EOC results

G6. 63% of students scored proficient on the Spring 2013 Algebra I EOC. Our goal is to have 67% score proficient on the Spring 2014 Algebra I EOC.

G6.B1 52% of students scored Level 3 proficiency on the Spring 2013 Algebra I EOC. Our goal is to have 55% score Level 3 proficiency on the Spring 2014 Algebra I EOC.

G6.B1.S1 Students will be given practice in solving real-world mathematics problems using iXEL.

Action Step 1

Provide iXEL to all teachers and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide iXEL to all teachers and students.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G6.B1.S1

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom walkthrough logs

G6.B1.S2 Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Action Step 1

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

Plan to Monitor Effectiveness of G6.B1.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

G6.B2 11% of students scored Level 4-5 proficiency on the Spring 2013 Algebra I EOC. Our goal is to have 12% score Level 4-5 proficiency on the Spring 2014 Algebra I EOC.

G6.B2.S1 Students will be given practice in solving real-world mathematics problems using iXEL.

Action Step 1

Provide access to iXEl to teachers and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide access to iXEl to teachers and students

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G6.B2.S1

2014 Algebra I EOC

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Algebra I EOC results

G6.B2.S2 Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Action Step 1

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Grades in pull out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades in pull out tutoring will be monitored

Plan to Monitor Effectiveness of G6.B2.S2

Grades in pull out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades in pull out tutoring will be monitored

G7. 68% of students scored proficient on the Spring 2013 Geometry EOC. Our goal is to have 72% score proficient on the Spring 2014 Geometry EOC.

G7.B1 35% of students scored Level 3 proficiency on the Spring 2013 Geometry EOC. Our goal is to have 38% score Level 3 proficiency on the Spring 2014 Geometry EOC.

G7.B1.S1 Provide teachers and students access to iXEL

Action Step 1

Provide teachers and students access to iXEL

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide teachers and students access to iXEL

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G7.B1.S1

2014 Geometry EOC

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Geometry EOC results

G7.B1.S2 Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Action Step 1

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Grades from pull-out tutoring will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

Plan to Monitor Effectiveness of G7.B1.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

G7.B2 33% of students scored Level 4-5 proficiency on the Spring 2013 Geometry EOC. Our goal is to have 34% score Level 4-5 proficiency on the Spring 2014 Geometry EOC.

G7.B2.S1 iXEL access will be provided to teachers and students.

Action Step 1

iXEL access will be provided to teachers and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

iXEL access will be provided to teachers and students.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G7.B2.S1

2014 Geometry EOC

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Geometry EOC results

G7.B2.S2 Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Action Step 1

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Pull-out tutoring will be provided during elective classes to targeted students who are not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

Plan to Monitor Effectiveness of G7.B2.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

G8. 78% of students scored proficient on the Spring 2013 Biology EOC. Our goal is to have 79% score proficient on the Spring 2014 Biology EOC.

G8.B1 45% of students scored Level 3 proficiency on the Spring 2013 Biology EOC. Our goal is to have 46% score Level 3 proficiency on the Spring 2014 Biology EOC.

G8.B1.S1 Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

Action Step 1

Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G8.B1.S1

2014 Biology EOC

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Biology EOC results

G8.B1.S2 Provide pull-out tutoring during electives for students not mastering the required standards.

Action Step 1

Provide pull-out tutoring during electives for students not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Provide pull-out tutoring during electives for students not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Grades from pull-out tutoring classes

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring classes

Plan to Monitor Effectiveness of G8.B1.S2

Grades from pull-out tutoring classes

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring classes

G8.B2 33% of students scored Level 4-5 proficiency on the Spring 2013 Biology EOC. Our goal is to maintain 33% Level 4-5 proficiency on the Spring 2014 Biology EOC

G8.B2.S1 Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

Action Step 1

Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide teachers and students access inquiry based laboratory materials and provide opportunities for students to participate in inquiry based labs.

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observation logs

Plan to Monitor Effectiveness of G8.B2.S1

2014 Biology EOC

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Biology EOC results

G8.B2.S2 Provide pull-out tutoring during elective classes for students not mastering the required standards.

Action Step 1

Provide pull-out tutoring during elective classes for students not mastering the required standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Mid-year

Evidence of Completion

Provide pull-out tutoring during elective classes for students not mastering the required standards.

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

Plan to Monitor Effectiveness of G8.B2.S2

Grades from pull-out tutoring will be monitored

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Grades from pull-out tutoring will be monitored

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 5 to 7 and percent of participation from 24% to 27% in STEM related courses for all students.

G9.B1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

G9.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Action Step 1

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annual

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in at least 1 event per school year.

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

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Plan to Monitor Effectiveness of G9.B1.S1

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

G10. Our target for this year is to see 63% of our students demonstrate proficiency on the administration of the Spring 2014 US History EOC.

G10.B1 Students struggle with reading comprehension strategies and subject-specific vocabulary. 68% of our students demonstrated proficiency on the 2013 FCAT Reading 2.0. Since reading comprehension strategies and a grasp of subject-specific vocabulary are essential to student achievement in US History these strategies will be implemented with fidelity. Students will be given opportunities to practice reading comprehension strategies when reading US History informational text.

G10.B1.S1 Reading strategies concerning the comprehension of informational text will be taught in all US History classes. Word walls will be used in US History classes to support reading comprehension.

Action Step 1

Reading strategies concerning the comprehension of informational text will be taught in all US History classes. Word walls will be used in US History classes to support reading comprehension.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading strategies concerning the comprehension of informational text will be taught in all US History classes. Word walls will be used in US History classes to support reading comprehension.

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

Classroom observations

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation logs

Plan to Monitor Effectiveness of G10.B1.S1

Spring 2014 US History EOC results

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Spring 2014

Evidence of Completion

Spring 2014 US History results

G11. Our goal is to increase the participation rate of students taking the CTE courses from 18% to 20%.

G11.B1 Students do not recognize the value of participation in CTE courses or CTE certifications.

G11.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Action Step 1

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-Annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Action Step 2

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-Annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

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

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Plan to Monitor Effectiveness of G11.B1.S1

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Semi-annually

Evidence of Completion

Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

G12. Our goal is to decrease the amount of students missing 10% or more of instructional progress based on the teachers planned instructional unit from 7% for the 2012-2013 school year to 6% for this 2013-2014 school year.

G12.B1 Students do not realize the importance of regular attendance.

G12.B1.S1 Ensure that all students and parents are familiar with the student code of conduct.

Action Step 1

Provide a copy of the student code of conduct to all students and parents

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide a copy of the student code of conduct to all students and parents

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

Provide a copy of the student code of conduct to all students and parents

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide a copy of the student code of conduct to all students and parents

Plan to Monitor Effectiveness of G12.B1.S1

Provide a copy of the student code of conduct to all students and parents

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Provide a copy of the student code of conduct to all students and parents

G12.B1.S2 Contact the parents of absent students and counsel them on the importance of regular attendance. Counseling will take place in the home language of the parents and students.

Action Step 1

Contact the parents of absent students and counsel them on the importance of regular attendance. Counseling will take place in the home language of the parents and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Phone Logs

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Parent contact logs will be reviewed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Parent contact logs will be reviewed.

Plan to Monitor Effectiveness of G12.B1.S2

Attendance records will be reviewed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance records will be reviewed.

G13. Our on-time graduation rate for the 2012-2013 school year was 85%. Our goal for this 2013-2014 school year is to maintain our on-time graduation rate at 85%.

G13.B1 Students are not familiar with the requirements for High School graduation.

G13.B1.S1 Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Action Step 1

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

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

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Plan to Monitor Effectiveness of G13.B1.S1

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students graduation requirements will be monitored by school counselors and students and parents will be counseled accordingly.

G14. During the 2012-2013 school year sign-in sheets indicate that 68% of parents were involved in attending school activities. Our goal for the 2013-2014 school year is to increase this by 3 percentage points to 71% of parents being involved in attending.

G14.B1 Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

G14.B1.S1 Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Action Step 1

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

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

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Plan to Monitor Effectiveness of G14.B1.S1

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lack of participation in school wide activities by parents of English Language Learners (ELL) who struggle to understand the English Language is a barrier. We will approach this with mentors fluent in parents' home language who will meet parents at the entrance of the school and as well as call to invite them to attend PTA/parent group programs. The school Administration and ESSAC Chair will oversee the process as well as review sign in sheets/logs to determine the number of limited English proficient parents attending school events. Our goal is to involve parents of all of our students in the education of their children. Phone calls, e mails

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. 68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.

G1.B1 Our African America student population demonstrated that only 46% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 63% of our African American population to be proficient on the 2014 FCAT Reading 2.0.

G1.B1.S1 Springboard Reading Strategies will be employed with fidelity with all of our students and Pull-Out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks.

PD Opportunity 1

Purchase Springboard Reading Strategies which will be employed with fidelity with all of our students.

Facilitator

Assistant Principal

Participants

All Language Arts Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment(s) - Formative: Mini assessments, Baseline and Interim Assessment tests, Springboard Assessments and FAIR assessments. Summative: 2014 FCAT 2.0 Reading

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.	$10,411
G4.	78% of our students made Learning Gains in Mathematics assessments during the 2012-2013 school year. Our goal for the 2013-2014 school year is for 80% of our students to make Learning Gains.	$3,200
	Total	$13,611

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$13,611	$13,611
School based budget	$3,200	$3,200
EESAC Funds and School Based Budget	$10,411	$10,411

Budget Details

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

G1. 68% of our students demonstrated proficiency on the 2013 FCAT 2.0 Reading. Our AMO target for this year is that 63% of our students demonstrate proficiency on the administration of the 2014 FCAT 2.0 Reading.

G1.B1 Our African America student population demonstrated that only 46% were proficient in Reading according to the results of the 2013 FCAT Reading 2.0. Our AMO target is for 63% of our African American population to be proficient on the 2014 FCAT Reading 2.0.

G1.B1.S1 Springboard Reading Strategies will be employed with fidelity with all of our students and Pull-Out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks.

Action Step 1

Purchase Springboard Reading Strategies which will be employed with fidelity with all of our students.

Resource Type

Evidence-Based Program

Resource

Springboard Reading Materials

Funding Source

EESAC Funds and School Based Budget

Amount Needed

$10,411

G4. 78% of our students made Learning Gains in Mathematics assessments during the 2012-2013 school year. Our goal for the 2013-2014 school year is for 80% of our students to make Learning Gains.

G4.B1 Students lack opportunities to practice mathematics skills such as problem solving and interpreting and solving real-world problems.

G4.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math teachers and students.

Resource Type

Evidence-Based Program

Resource

Virtual Mathematics Instruction and Drill

Funding Source

School based budget

Amount Needed

$3,200