



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Quantum High School  
1275 GATEWAY BLVD  
Boynton Beach, FL 33426  
561-293-2971  
[www.yourdiplomayourway.com](http://www.yourdiplomayourway.com)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> Yes	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

**School**

Quantum High School

**Principal**

Dr. Joy Hicks

**School Advisory Council chair**

Canaan Lentz

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

Name	Title
Dr. Joy Hicks	Principal
Latoya Robinson	Assistant Principal
Ahmad Hayes	ESE Specialist

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

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

**Membership of the SAC**

The SAC consists of the principal and an appropriately balanced number of teachers, staff, parents, community members & students and represents the ethnic, racial and economic makeup of the community served by the school.

SAC Members include;

Dr. Joy G. Hicks, Principal

Latoya Robinson, Assistant Principal

Canaan Lentz- SAC Chair

Aneida Vargas - Executive Assistant

Thomas Douglas - Board Member

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

The SAC reviews school data, needs and assists the school in development of the SIP by providing, input, suggestions and strategies.

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

The SAC will assist in the preparation and evaluation of the School Improvement Plan (SIP), the school budget and assist in deciding how school improvement funds are spent. The SAC will also work together to monitor and track school-wide goals and student performance. The SAC will also participate in Title 1 training, Literacy Night, Senior Parent Night, Open House, and the Community Resource Fair.

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

Title 1 Funds will be utilized to support after school tutoring to students needing further remediation. Funds will be used to pay teachers and purchase materials.

**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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Joy Hicks**

Principal

Years as Administrator: 12

Years at Current School: 2

**Credentials**

Ed.D; Ed.S – Ed. Leadership & Administration/Supervision, BA/ MS Education and ESOL.  
Certification – Spanish K-12, ED Leadership (All Levels), ESOL K-12.

**Performance Record**

School received an "Improving" Rating under SIR for the 2013-2014 school year.

**Latoya Tucker-Robinson**

Asst Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

Ed.S/MA- Nova Southeastern University;  
BA – Florida A&M University  
Certification – Elementary Ed., ED Leadership

**Performance Record**

School received an "Improving" Rating under SIR for the 2013-2014 school year.

### Instructional Coaches

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Daquia McCoy**

Full-time / School-based

Years as Coach: 2

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

Elementary Ed K-6, Reading, ESOL K-12

**Performance Record**

Ms. McCoy raised reading test scores which resulted in an increased school grade at her last school. She also served as a reading coach for charter schools last year in which she provide training and strategies to several schools in order to assist them in raising student achievement.

**Arlizia Smith**

Full-time / District-based

Years as Coach: 3

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Bachelor of Science; Humanities & Middle School Generalist  
 Master's of Arts in teaching and Learning with Specialization in:  
 Curriculum & Instruction  
 (In progress)  
 Certification State of Florida Educator's Certificate  
 Middle Grades Integrated Curriculum Grades 5-9  
 K-12 Reading Endorsement  
 ESOL Endorsement

**Performance Record**

School Board of Broward County  
 Specialized in transforming under performing schools and increasing reading performance and learning gains on standardized tests for the lower quartile.

### Classroom Teachers

**# of classroom teachers**

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**# Highly Qualified Teachers**

100%



**# certified in-field**

8, 100%

**# ESOL endorsed**

4, 50%

**# reading endorsed**

1, 13%

**# with advanced degrees**

4, 50%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

3, 38%

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

5, 63%

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

0, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 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**

Provide professional development opportunities for all faculty members. Encourage faculty to take advantage of district professional development trainings offered through TrainU or Course Registration.

Regular meetings/trainings for new teachers

Partnering new teachers with veteran staff

Offer competitive salary, benefit packages and incentives/bonuses

**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**

Model lessons, attend professional development to enhance use of technology, shadow, team teach, work together on Portfolio Rubric and PLC participation.

#### **Planned Mentoring Activities**

Mentors/Mentees will participate in regular meetings to discuss individual student attendance, credit earning and behavior management as well as strategies for improving student achievement. Peer observations along with feedback and follow-up will also be implemented to support new teachers.

### **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**

- Principal will facilitate meetings and guide vision
- Assistant Principal will guide and support academic interventions as well as provide academic data and monitoring.
- Family Support Specialist will provide services and intervention strategies by linking community agencies to schools and families to support the student's academic and behavioral needs.
- ESE teacher will assist in collecting data and integrating materials into Tier 3 instruction and collaborate with general education teachers.
- Reading Teacher will provide support on the reading plan and data collection as well as provide professional development and support the implementation of Tier 1, 2, & 3 intervention plans.
- Family Support Specialist will assist in interpretation of data, program evaluation and school's data-based decision making activities.
- Teacher Advisor(s) will support and guide students using academic interventions as well as data collection and progress monitoring for Tier 1, 2 & 3.

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

The school based team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school's staff, the governing board and the School Advisory Committee.

The school improvement plan will serve as the framework for the plans set by the MTSS Leadership Team. The goals and objectives outlined within the SIP will drive the efforts made by the MTSS Leadership team to create academic improvements throughout the school. In the initial stages the MTSS will start by focusing heavily on the data. Following the diagnostics and FAIR assessments, the MTSS will analyze the data to create a picture of the strengths and weaknesses of the students. Following the data analysis the team will provide an in-service professional development trainings to obtain strategies. The success of the implementation will be monitored continuously and will also be revised on an "as needed" basis.

Utilizing the six components of the RtI strategy (Leadership, Problem Solving, Curriculum/Instruction, Assessment, Monitoring, Positive School Climate, Family/Community) the MTSS Leadership team will collaborate with parents, teachers and students to design and select strategies for improving academic and behavioral performance.

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

Once students are identified the team will meet weekly to monitor progress, determine appropriate interventions and services for these students and identify newly referred students that require additional support. The team will monitor progress of student behavior, attendance and academic achievement. The team will also work together to problem solve and make decisions.

### **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**

Data will be retrieved from TERMS, EDW, student's Individual Success Plans and Apex Software Reports. The main focus of the MTSS leadership team is to use the results from data to provide interventions. Based on the Florida MTSS framework, the school will implement intervention systems of Tier 1 and Tier 2. The Tier 2 intervention system will serve the students who are level 3 and above while the Tier 1 system will serve the students who are level 1 and level 2 especially those who are in the lowest 25%. The team will meet twice each month to evaluate and analyze the effectiveness of strategies being implemented

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

School-wide data will be shared regularly with staff and parents along with strategies for supporting students and raising achievement in order to build capacity and understand the importance as well as the impact of data-based problem solving.

## **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 180

Provide after school tutoring and reading enrichment for students needing more support and for those who want to gain tools to assist them in accelerating and preparing for state wide assessments as well as college entrance exams.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Lesson plans, student sign in/participation and mini-assessment data will assist in determining effectiveness.

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

Reading teacher, math teacher, administrators

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 4,612

Students may attend an additional session daily.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Apex Software reports, Progress Monitoring Logs and classroom attendance.

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

Teachers, Administrators

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Dr. Joy Hicks	Principal
Latoya Robinson	Assistant Principal
Daquia McCoy	Reading
Ahmad Hayes	ESE
Christopher Salter	ELA

### **How the school-based LLT functions**

LLT will meet monthly to plan and discuss literacy initiatives. The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast of new information.

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

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading, Math, Science and EOC FCAT Exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase in rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

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

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

All teachers in the area of mathematics, science, social studies and English will implement the following Reading Strategies: CRISS Strategies, Graphic Organizers, and FCAT Reading Task Cards. Each teacher is able to individually monitor student progress through literacy advantage courses reports and other Apex reports and Reading Plus reports. Professional development training will be used to teach appropriate methods of implementation. The LLT will provide support for teachers in the content area who do not have a reading endorsement.

All teachers will be encouraged to obtain ESOL and Reading endorsements on the basis that in debt knowledge of these strategies will help them to become better educators and best serve all students.

## **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**

Students who enroll in the school will work with the Career Coach and teacher to determine interest and aptitude for the development of post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus). Additionally, the course addresses how these math concepts relate to each other, other contents, and post secondary career tracks. A curriculum delivered via FDIC Money Smart serves to connect math concepts with real world application and provides students with a foundation for financial literacy. Math for Credit Recovery, Literacy Advantage Math and advanced Algebra with Financial Application will also be incorporated to help students see the relationships between subjects and relevance to their future.

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

Students attend a three day Orientation when they enroll at the school. The teachers who facilitate Orientation meet with students individually to create the student's Individual Success Plan which is made up of a transcript review, goal sheet, success plan, postsecondary goals and essay. The school also employs a full-time Career Coach with a Guidance background. Students work closely with the Teachers and Assistant Principal in selecting their courses. Students also visit the on campus Career Center for assistance in postsecondary planning.

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

The students will meet with the Career Coach to review and discuss graduation requirements. In addition, the school graduation committee ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands on manner and provides an opportunity for them to ask questions. SAT, ACT and ASVAB testing information will also ensure the students are prepared for the requirements of postsecondary choices. Freshmen and Sophomores will take the PSAT exams which will give staff an indication of what the students at this level need as they strive towards college readiness. Based on this information all teachers will focus on creating college readiness skills through grade level assignments, asking higher order thinking questions. Using the data in the High School Feedback report, the school will provide opportunities for students to take dual enrollment classes. The English and Reading teachers will focus on getting students ready to pass the FCAT Reading \by the 11th grade. The Career Coach will provide students with information on colleges and scholarships that best suit their needs and also create partnerships with local institutions of higher learning to plan tours and host guest speakers.

## 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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

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

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	14	13%	15%
Students in lowest 25% making learning gains (FCAT 2.0)	44	36%	40%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		30%

**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.	10	45%	50%

**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	11	20%	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		

**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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				



**Learning Gains**

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

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		[data excluded for privacy reasons]	5%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	20%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	5%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	20%	25%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	10%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	10%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	10%

## 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	75	23%	15%
Students in ninth grade with one or more absences within the first 20 days	83	25%	20%
Students in ninth grade who fail two or more courses in any subject	33	10%	5%
Students with grade point average less than 2.0	34	11%	5%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	15	5%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	33	13%	10%
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)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	9	56%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	7	44%	40%

## 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

Quantum High School would like to increase parent involvement in school activities and decision-making. Parents that attend board meetings/School Advisory Committee meetings will provide input on the school wide program. We will continue to provide Title I information through our Title I coordinator via, flyers, mail outs.

We will encourage parents to participate in school decision making opportunities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in SAC, Title 1 meetings and Family Nights/Open House	62	25%	30%

**Area 10: Additional Targets**

**Additional targets for the school**

Quantum High School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: History of Africans and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase school-wide attendance		66%	70%

## Goals Summary

- G1.** Our goal is to increase school wide attendance by 3%
- G2.** Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%
- G3.** Our goal is to increase student achievement on Algebra 1 EOC by 3%
- G4.** Our goal is to increase student achievement on Geometry EOC by 3%
- G5.** Our goal is to increase number of students scoring above a 4 on the FCAT writing assessment by 3%.
- G6.** Our goal is to increase parental involvement for the 2013-2014 school year.

## Goals Detail

### G1. Our goal is to increase school wide attendance by 3%

**Targets Supported**

- EWS - High School

**Resources Available to Support the Goal**

- Student Tardy Logs, Attendance Sign-In sheets, STARS and TERMS

**Targeted Barriers to Achieving the Goal**

- Many students already have a pattern of non-attendance; Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.

### Plan to Monitor Progress Toward the Goal

Monitoring school wide attendance

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Data chat notes, student attendance, school wide attendance, contact logs, progress monitoring logs

**G2.** Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%

### **Targets Supported**

#### **Resources Available to Support the Goal**

- 1) Utilize Reading Plus reports and Diagnostic data 2) Incorporate grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and explaining. 3) Reading Teacher Push-in and lead weekly reading meetings to support and assist teachers with reading strategies 4) Provide Literary Cafe daily for students to work with reading teacher and read for pleasure.

#### **Targeted Barriers to Achieving the Goal**

- Limited reading engagement at home
- Students have been struggling readers from elementary school. Many have limited background knowledge and may have a negative attitude towards reading; not understanding the importance of this skill.

### **Plan to Monitor Progress Toward the Goal**

Evaluation of diagnostic and mini-assessment data, monitor attendance and Reading Plus usage

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

Reading Teacher, administration, teachers

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

Ongoing

#### **Evidence of Completion:**

Reports and notes from team meetings. Reading Plus attendance and usage reports.

**G3.** Our goal is to increase student achievement on Algebra 1 EOC by 3%

### **Targets Supported**

- Algebra 1 EOC

#### **Resources Available to Support the Goal**

- After school tutorials and test prep; utilization of Khan academy and other online resources
- Motivate student to attend school daily.
- Group students by mixed ability levels in class in order for students to assist and support one another. Create additional practice material for struggling students needing more practice and those who accelerate and desire more practice.

#### **Targeted Barriers to Achieving the Goal**

- Students need instruction to focus on functions, linear equations & inequalities in Algebra and Discrete Mathematics and Trigonometry in Geometry.
- Some students have lower attendance which doesn't give them the opportunity to practice and participate in prep sessions.
- Students of varied instructional levels within the classroom.

### Plan to Monitor Progress Toward the Goal

Monitor student scores on mini-assessments and Diagnostic tests

**Person or Persons Responsible**

Teachers, administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Mini-assessments and Benchmark/Diagnostic test/ Algebra EOC

### G4. Our goal is to increase student achievement on Geometry EOC by 3%

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Small pull-out/tutorials

**Targeted Barriers to Achieving the Goal**

- Students of varied instructional levels within the classroom. Students perform lower in Discrete Mathematics and Trigonometry.

### Plan to Monitor Progress Toward the Goal

Increased achievement on Geometry EOC

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Diagnostics, Geometry EOC

### G5. Our goal is to increase number of students scoring above a 4 on the FCAT writing assessment by 3%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writer's workshop writing practice, Grammar and writing mini-lessons

**Targeted Barriers to Achieving the Goal**

- A high percentage of students lack appropriate knowledge of proper grammar, sentence structure and paragraph structure

### Plan to Monitor Progress Toward the Goal

Monitor student's writing progress in Writer's Workshop writing prep

**Person or Persons Responsible**

ELA Teachers, Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Mini-assessments, Palm Beach Writes assessments, FCAT Writing

### G6. Our goal is to increase parental involvement for the 2013-2014 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent/Family nights, varied times for parent meetings and SAC, Title 1 meetings; Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Targeted Barriers to Achieving the Goal**

- Parents have limited time to participate and be involved

### Plan to Monitor Progress Toward the Goal

Parental Involvement

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Increased parental involvement

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is to increase school wide attendance by 3%

**G1.B1** Many students already have a pattern of non-attendance; Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.

**G1.B1.S1** Provide encouragement, incentives and resources through community organizations; Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.

#### **Action Step 1**

Monitor school wide attendance

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

Administrators

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

Monthly

#### **Evidence of Completion**

Attendance reports, individual student meetings

#### **Facilitator:**

Joy Hicks

#### **Participants:**

All Staff

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

Monitor attendance reports

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

Teachers, Administrators

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

Weekly

#### **Evidence of Completion**

Data chat notes, student contact logs.



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

Monitor student attendance

### Person or Persons Responsible

Teachers, Administrators

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student attendance and overall school wide attendance rate.

**G2.** Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%

## G2.B1 Limited reading engagement at home

**G2.B1.S1** Provide Reading Plus reading program to improve student reading achievement.

### Action Step 1

Provide Reading Plus reading program to improve student reading achievement.

#### Person or Persons Responsible

Reading teacher, Teachers, Rtl Team, ESE Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Reading Plus reports, diagnostic data, FAIR, Apex reports, FCAT results

### Action Step 2

Conduct professional development trainings for teachers to give them research based motivational strategies. Implementation of PLCs within the school.

#### Person or Persons Responsible

Reading Specialist, Teachers, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Reading Plus classroom/student reports, Diagnostic assessment data, FCAT 2.0 data

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

Run reports from Reading Plus on usage and student performance data. Diagnostic data showing increases in proficiency from fall to winter.

#### Person or Persons Responsible

Reading teacher, Administration, Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Monitor, review and utilization of diagnostic assessment data and FCAT reports

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

Monitor Reading Plus program report and participation in afterschool tutorials

#### Person or Persons Responsible

Reading Teacher, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Notes from team meetings; adjustments to tutorial curriculum delivery, Reading Plus reports, district and statewide assessment data.

**G2.B1.S2** Conduct professional development trainings for teachers to give them research based motivational strategies. Implementation of PLCs within the school.

#### Action Step 1

Implement Professional Learning Communities

#### Person or Persons Responsible

Reading Teacher, Teachers, Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

PLC agendas, notes and training sign-ins.

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

Monitor participation in Professional Learning Communities

**Person or Persons Responsible**

Reading Teacher, Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC agendas, notes and training sign-ins.

### Plan to Monitor Effectiveness of G2.B1.S2

Monitor the effect of PLC participation on teacher use of instructional strategies.

**Person or Persons Responsible**

Reading Teacher, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom observation reports

**G2.B1.S3** Implement the Literary Cafe to provide time for students to read freely between class sessions and after school. Tutoring for students needing further intervention will also be provided.

**Action Step 1**

Implement Literary Cafe between sessions and after school for students to spend time reading leisurely daily.

**Person or Persons Responsible**

Reading Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Attendance sign-in sheets

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

Participation in Literary Cafe

**Person or Persons Responsible**

Reading Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Attendance Sign-in sheets

### Plan to Monitor Effectiveness of G2.B1.S3

Evaluation of Diagnostic and mini-assessment data, monitor attendance and Reading Plus usage

**Person or Persons Responsible**

Reading Teacher, Administration, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Diagnostic, Reading Plus and FCAT reports

**G2.B2** Students have been struggling readers from elementary school. Many have limited background knowledge and may have a negative attitude towards reading; not understanding the importance of this skill.

**G2.B2.S1** Increase the level of differentiated instruction in Intensive Reading Class Conduct professional development trainings for teachers to give them research based motivational strategies. Implement PLCs within the school

**Action Step 1**

Provide teachers with feedback following observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reflection logs

**Action Step 2**

Conduct mini-trainings on Differentiated Instruction, targeting lower level readers

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Successful use of strategies, Reading Plus reports, diagnostic and FCAT reports

**Facilitator:**

Daquia McCoy, Reading Specialist

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Monitor the use of instructional strategies and best practices from the PLCs

**Person or Persons Responsible**

Reading Teacher, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom observation reports, PLC logs and notes.

**Plan to Monitor Effectiveness of G2.B2.S1**

Teacher lessons, differentiated instruction, PLC reflection logs, training evaluations and follow-up

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom observations, diagnostic assessments, FCAT data

**G3.** Our goal is to increase student achievement on Algebra 1 EOC by 3%

**G3.B1** Students need instruction to focus on functions, linear equations & inequalities in Algebra and Discrete Mathematics and Trigonometry in Geometry.

**G3.B1.S1** Differentiate instruction, small pull-out groups

**Action Step 1**

Classroom observations, weekly data chats,

**Person or Persons Responsible**

Administrators, Math Teachers

**Target Dates or Schedule**

Ongoing-Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed

**Evidence of Completion**

Formative data review: Diagnostic Assessment results, FAIR, Results from 2013 Algebra/ Geometry re-take Math Assessments, classroom observation reports

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

Monitor student participation and classroom observation reports

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Diagnostic results, classroom observation reports

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

Monitor student participation and classroom instruction

#### Person or Persons Responsible

Teachers, administrators

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Attendance reports, classroom observation reports

**G3.B2** Some students have lower attendance which doesn't give them the opportunity to practice and participate in prep sessions.

**G3.B2.S1** Offer daily prep sessions and after school tutorials.

#### Action Step 1

Implement daily prep and tutorials for students.

#### Person or Persons Responsible

Math teacher, administrators

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Attendance, mini-assessments

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

Monitor and track student participation daily

#### Person or Persons Responsible

Teachers, administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Attendance/Sign-ins, completed practice and assessments

### Plan to Monitor Effectiveness of G3.B2.S1

Monitor daily prep and tutorial session attendance

#### Person or Persons Responsible

Teachers, Administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Increase in student participation in prep sessions and after school tutorials.

### G3.B3 Students of varied instructional levels within the classroom.

**G3.B3.S1** Allow time for teachers to collaborate on differentiated instruction strategies and best practices for using technology in the classroom.

#### Action Step 1

Plan a Professional Learning Community for teachers to collaborate and gain strategies and best practices for classroom instruction.

#### Person or Persons Responsible

Teachers, administrators

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

PLC journals and logs

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

The use of strategies and best practices gained from Professional Learning Communities

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Classroom observation reports, formative assessment data.



### Plan to Monitor Effectiveness of G3.B3.S1

Teacher collaboration and PLC participation

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

PLC logs, Observation of differentiated instruction strategies

### G4. Our goal is to increase student achievement on Geometry EOC by 3%

**G4.B1** Students of varied instructional levels within the classroom. Students perform lower in Discrete Mathematics and Trigonometry.

#### G4.B1.S1 Differentiate instruction, small pull-out groups

##### Action Step 1

Small pull-out groups and tutorials.

#### Person or Persons Responsible

Math Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Attendance, completion of assignments and mini-assessments

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

Implement small pull-out groups and tutorials to assist student in preparing for assessments.

#### Person or Persons Responsible

Math Teachers, Administrators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Attendance, completion of assignments and mini-assessments

## Plan to Monitor Effectiveness of G4.B1.S1

Observe and monitor participation and progress of pull-out groups and tutorials

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Notes from meetings, Attendance, mini-assessments, benchmarks/diagnostics

**G5.** Our goal is to increase number of students scoring above a 4 on the FCAT writing assessment by 3%.

**G5.B1** A high percentage of students lack appropriate knowledge of proper grammar, sentence structure and paragraph structure

**G5.B1.S1** Implement "Writer's Workshop" in conjunction with the Quantum Quarterly school newspaper to provide intensive support through direct instruction

### Action Step 1

Implement Writer's Workshop writing practice prep

### Person or Persons Responsible

ELA Teachers

### Target Dates or Schedule

3 times per week

### Evidence of Completion

Lesson plans, observations, writing rubrics and assessments

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

Monitor student's participation in Writer's Workshop and Quantum Quarterly school newspaper writing practice prep

**Person or Persons Responsible**

ELA teachers, administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Mini-assessments, journals

### **Plan to Monitor Effectiveness of G5.B1.S1**

Monitor student's development of proper grammar usage, sentence structure and paragraph structure.

**Person or Persons Responsible**

ELA Teachers, Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, classroom observations, writing assessments

**G6.** Our goal is to increase parental involvement for the 2013-2014 school year.

**G6.B1** Parents have limited time to participate and be involved

**G6.B1.S1** Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Action Step 1**

Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Person or Persons Responsible**

Principal, Family Support Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets, increased parental involvement and communication

**Facilitator:**

Joy Hicks

**Participants:**

All Staff, Parents

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

Monitor and track parental involvement

**Person or Persons Responsible**

Family Support Specialist, Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Increased parental involvement

## Plan to Monitor Effectiveness of G6.B1.S1

Parental involvement

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Sign-in sheets, increased parental involvement

## Coordination and Integration

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

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

Our school shares its mission, guidelines for success, follows the district code of conduct and teaches expected behaviors and consistently shares information and communicates with parents. We instill an appreciation for multicultural diversity, and plan to provide opportunities for all students to meet the state's proficient and advanced levels of student performance in order to improve student achievement.

We use effective instructional strategies that--

-Increase the amount and quality of learning time, such as extended school year and after-school tutorials.

We have implemented strategies to increase parental involvement, such as family literacy services and additional Family Nights and Career Readiness workshops. Professional development for teachers will also be offered monthly.

## 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. Our goal is to increase school wide attendance by 3%

**G1.B1** Many students already have a pattern of non-attendance; Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.

**G1.B1.S1** Provide encouragement, incentives and resources through community organizations; Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.

#### PD Opportunity 1

Monitor school wide attendance

##### Facilitator

Joy Hicks

##### Participants

All Staff

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

Attendance reports, individual student meetings

**G2.** Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%

**G2.B2** Students have been struggling readers from elementary school. Many have limited background knowledge and may have a negative attitude towards reading; not understanding the importance of this skill.

**G2.B2.S1** Increase the level of differentiated instruction in Intensive Reading Class Conduct professional development trainings for teachers to give them research based motivational strategies. Implement PLCs within the school

**PD Opportunity 1**

Conduct mini-trainings on Differentiated Instruction, targeting lower level readers

**Facilitator**

Daquia McCoy, Reading Specialist

**Participants**

Instructional Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Successful use of strategies, Reading Plus reports, diagnostic and FCAT reports



**G6.** Our goal is to increase parental involvement for the 2013-2014 school year.

**G6.B1** Parents have limited time to participate and be involved

**G6.B1.S1** Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**PD Opportunity 1**

Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Facilitator**

Joy Hicks

**Participants**

All Staff, Parents

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign in sheets, increased parental involvement and communication

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%	\$1,200
G3.	Our goal is to increase student achievement on Algebra 1 EOC by 3%	\$7,700
G6.	Our goal is to increase parental involvement for the 2013-2014 school year.	\$885
Total		\$9,785

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Other	Total
Title 1	\$1,200	\$1,500	\$6,200	\$885	\$9,785
Total	\$1,200	\$1,500	\$6,200	\$885	\$9,785

### Budget Details

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

**G2.** Our goal for the 2013-2014 school year is to Increase student achievement on FCAT 2.0 Reading by 3%

**G2.B1** Limited reading engagement at home

**G2.B1.S2** Conduct professional development trainings for teachers to give them research based motivational strategies. Implementation of PLCs within the school.

#### Action Step 1

Implement Professional Learning Communities

#### Resource Type

Evidence-Based Materials

#### Resource

Books for PLC, supplies and materials for trainings

#### Funding Source

Title 1

#### Amount Needed

\$1,200

**G3.** Our goal is to increase student achievement on Algebra 1 EOC by 3%

**G3.B2** Some students have lower attendance which doesn't give them the opportunity to practice and participate in prep sessions.

**G3.B2.S1** Offer daily prep sessions and after school tutorials.

**Action Step 1**

Implement daily prep and tutorials for students.

**Resource Type**

Personnel

**Resource**

After school tutors

**Funding Source**

Title 1

**Amount Needed**

\$1,500

**G3.B3** Students of varied instructional levels within the classroom.

**G3.B3.S1** Allow time for teachers to collaborate on differentiated instruction strategies and best practices for using technology in the classroom.

**Action Step 1**

Plan a Professional Learning Community for teachers to collaborate and gain strategies and best practices for classroom instruction.

**Resource Type**

Professional Development

**Resource**

iPads, laptops, kindles, National Charter Conference, ASCD Conference, Consultants to conduct training

**Funding Source**

Title 1

**Amount Needed**

\$6,200

**G6.** Our goal is to increase parental involvement for the 2013-2014 school year.

**G6.B1** Parents have limited time to participate and be involved

**G6.B1.S1** Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Action Step 1**

Increase number of annual activities and plan flexible times to accommodate parents and families; communicate frequently via email, phone, newsletter and conferences

**Resource Type**

Other

**Resource**

Supplies, materials and food for parent and family nights.

**Funding Source**

Title 1

**Amount Needed**

\$885