2013-2014 SCHOOL IMPROVEMENT PLAN

Everglades Preparatory Academy High School

2251 E MOWRY DR
Homestead, FL 33033
786-601-1969

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	91%

School Grades History

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

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
Everglades Preparatory Academy High School

Principal
Margaret Fahringer/Nathaniel Grasch

School Advisory Council chair
Melissa Aguilar

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

Name	Title
Margaret Fahringer	Principal
Aimee Leyva	Assistant Principal
Chenistique Goizueta	Dean
Cristina Socas	ESE/ESOL Coordinator

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

Margaret Fahringer Principal
Aimee Leyva Assistant Principal (alternate)
Teresa Murray Teacher
Cristina Perez Teacher
Miguel Baquero Teacher
Maria Slawson Teacher
Caridad Campos Teacher
Amanda Gallignano Teacher (alternate)
Ana Abella Education Support
Carmen Figueroa Education Support (alternate)
Nelida Santiago Parent
Laydelis Leon-Cobo Parent
Marisol Cardona Parent
Aime Vazquez Parent

Brandy Ramirez Parent
Daniel Molina Parent (alternate)
Leah Hodges Student
Lizandra Medina Student (alternate)
Ana Aziz BCR --------
Joseph Veltz BCR --------
Melissa Aguilar (EESAC Chairperson) BOD

Involvement of the SAC in the development of the SIP

After reviewing the School Improvement Plan SAC members will make recommendations to the school administration for the implementation of this 2013-2014 School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC committee members will meet on a quarterly basis or as needed, to ensure that school improvement functions are addressed, implemented, and revised as needed.

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

School Improvement funds will be directed to support the implementation of the School Improvement Plan. The EESAC committee will develop a process for the distribution and will allocate funds on an individual basis.

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:

Margaret Fahringer/Nathaniel Grasch		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	Doctor of Education in Exceptional Student Education; Master of Science in Diagnostic Teaching; Bachelor of Science in Mentally Handicapped Certification: Mentally Handicapped, Emotionally Handicapped, Specific Learning Disabilities, Educational Leadership K-12, META endorsed
Performance Record	2012-2013 School Grade D High Standards Reading 49% High Standards Math 49% Learning Gains Reading 57% Learning Gains Math 52% Learning Gains Lowest 25% Reading 57% Learning Gains Lowest 25% Math 50% 2011-2012 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2010-2011 School Grade A High Standards Reading 76% High Standards Math 78% Learning Gains Reading 74% Learning Gains Math 66% Learning Gains Lowest 25% Reading 66% Learning Gains Lowest 25% Math 70% 2009-2010 School Grade A High Standards Reading 72% High Standards Math 73% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 55% Learning Gains Lowest 25% Math 70%

2008-2009
School Grade A
High Standards Reading 75%
High Standards Math 66%
Learning Gains Reading 71%
Learning Gains Math 58%
Learning Gains Lowest 25% Reading 55%
Learning Gains Lowest 25% Math 70%

Aimee Leyva		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master of Science in Educational Leadership; Bachelor of Science in Elementary Education; META endorsed
Performance Record	2012-2013 School Grade D High Standards Reading 49% High Standards Math 49% Learning Gains Reading 57% Learning Gains Math 52% Learning Gains Lowest 25% Reading 57% Learning GainsLowest 25% Math 50% 2011-2012 School Grade A High Standards Reading 56% High Standards Math 70% Learning Gains Reading 77% Learning Gains Math 70% Learning Gains Lowest 25% Reading 84% Learning GainsLowest 25% Math 79% 2010-2011 School Grade A High Standards Reading 76% High Standards Math 78% Learning Gains Reading 74% Learning Gains Math 66% Learning Gains Lowest 25% Reading 66% Learning GainsLowest 25% Math 70% 2009-2010 School Grade A High Standards Reading 72% High Standards Math 73% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 55% Learning GainsLowest 25% Math 70% 2008-2009 School Grade A High Standards Reading 75% High Standards Math 66% Learning Gains Reading 71% Learning Gains Math 58% Learning Gains Lowest 25% Reading 55% Learning GainsLowest 25% Math 70%

Instructional Coaches

of instructional coaches
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Teresita Nieves		
Part-time / School-based	Years as Coach: 7	Years at Current School: 2

Areas	Mathematics
Credentials	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)
Performance Record	2012-2013 School Grade D High Standards Reading 49% High Standards Math 49% Learning Gains Reading 57% Learning Gains Math 52% Learning Gains Lowest 25% Reading 57% Learning Gains Lowest 25% Math 50% 2011-2012 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2010-2011 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2009-2010 School Grade A High Standards Reading 76% High Standards Math 72% Learning Gains Reading 73% Learning Gains Math 66% Learning Gains Lowest 25% Reading 67% Learning Gains Lowest 25% Math 63% 2008-2009 School Grade A High Standards Reading 70% High Standards Math 66% Learning Gains Reading 68% Learning Gains Math 69% Learning Gains Lowest 25% Reading 71% Learning Gains Lowest 25% Math 73%

Zeneida Tercero		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor's in English, Master's in Reading, Specialist in Educational Leadership, ESOL Certified, Reading K-12 Certified, English 6-12 Certified, K-6 Elementary Certified
Performance Record	2012-2013 School Grade A High Standards Reading 64% High Standards Math 61% Learning Gains Reading 65% Learning Gains Math 55% Learning Gains Lowest 25% Reading 63% Learning Gains Lowest 25% Math 46% 2011-2012 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2010-2011 School Grade A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 71% Learning Gains Lowest 25% Reading 68% Learning Gains Lowest 25% Math 64% 2009-2010 School Grade A High Standards Reading 76% High Standards Math 72% Learning Gains Reading 73% Learning Gains Math 66% Learning Gains Lowest 25% Reading 67% Learning Gains Lowest 25% Math 63% 2008-2009 School Grade A High Standards Reading 70% High Standards Math 66% Learning Gains Reading 68% Learning Gains Math 69% Learning Gains Lowest 25% Reading 71% Learning Gains Lowest 25% Math 73%

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
71%

 # certified in-field
22, 63%

 # ESOL endorsed
11, 31%

 # reading endorsed
4, 11%

 # with advanced degrees
10, 29%

 # National Board Certified
0, 0%

 # first-year teachers
7, 20%

 # with 1-5 years of experience
15, 43%

 # with 6-14 years of experience
13, 37%

 # with 15 or more years of experience
0, 0%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

1.Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead
Responsible: Academy Teachers, Principal, Assistant Principal, Department Chair
2.Partnering new teachers with veteran teachers. Responsible: Principal
3.Soliciting referrals from current employees Responsible: Assistant Principal
4.Offer teachers leadership opportunities Responsible:Principal
5. Job Fairs to recruit
6. Retain- annual raises, benefit plan, competitive salaries, professional development opportunities, next to lead program(program for professionals to expand leadership skills).

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

Regular meetings with new teachers.
Mentor teachers must hold a valid professional teaching certificate;
Minimum of three years of successful teaching experience; and
Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.
Mentor teachers will be matched to beginning teachers who are new to the school or grade level.
Mentor teacher and beginning teachers will be matched according to like discipline and /or grade level. Mentoring
teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.
New teacher orientation at the beginning of the year. Professional development at the beginning of the year to introduce the faculty handbook, policies, procedures, ethics, and review classroom management, ESOL and SPED strategies. We also have the New Educator Support System (NESS).

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using 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.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

8. Implementing the Florida Continuous Improvement Plan (FCIM).

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Tier 1(Leadership Team)
• Margaret Fahringer (Principal), Aimee Leyva (Assistant Principal), Zenaida Tercero (Reading Coach), Teresita Nieves (Math Coach), Cristina Socas (ESE/ESOL Coordinator), Vania Gerardo (guidance counselor) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• Margaret Fahringer (Principal)
• Aimee Leyva (Assistant Principal)
• Zenaida Tercero (Reading Coach)
• Teresita Nieves (Math Coach)
• Cristina Socas (ESE/ESOL Coordinator)
• Vania Gerardo (guidance counselor)
• Margarita Curiel (Language Arts Lead Teacher)
• Ibis Paneca (Math Lead Teacher)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
• Cristina Socas (ESE/ESOL Coordinator)
• Vania Gerardo (guidance counselor)
• Margarita Curiel (Language Arts Lead Teacher)
• Ibis Paneca (Math Lead Teacher)
Members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
• Margaret Fahringer (Principal)
• Aimee Leyva (Assistant Principal)
• Cristina Socas (ESE/ESOL Coordinator)
• Margarita Curiel (Language Lead Teacher)
• Ibis Paneca (Math Lead Teacher)

Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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 used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

Managed data will include:
Academic
• FAIR assessment
• Interim assessments and baseline assessment
• District and State Math and Science Assessments
• FCAT 2.0 Data
• Common Core Modeled Assessments
• District Assessments
• EDUSOFT Managed data
• CELLA assessments
• In-house Reading, Writing, Math and Science assessments
-Teacher Made Assessments
-Mathletics
-Edmentum
-Parent and Teacher Survey
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals to special education programs
• Team climate surveys

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

1. The administrative team will communicate goals to parents through SAC meetings and ongoing parent involvement events.
2. The MTSS/RtI team will insure alignment of school, district and state policies and procedures.
3. There will be ongoing efficient facilitation and accurate use of an established problem-solving process (FCIM) to support planning, implementing, and evaluating effectiveness of services.
4. The MTSS/RtI team will build strong, positive, and ongoing collaborative partnerships with all stakeholders.
5. The school will utilize comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all

levels from the individual student level up to the aggregate school level.
6. There will be sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Department chairs will spearhead ongoing data-driven professional development activities that align to core student

goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently through community partnerships

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: 2,160

Extended Learning Program Instruction in core academic subjects and supplemental as well. Enrichment activities that contribute to a well-rounded education, Teacher collaboration, monthly designated times for teacher collaboration, planning and professional development.
Students will be engaged in after school FCAT & SAT programs to instruct student in Reading and Mathematic strategies aligned with common core standards and FCAT benchmarks.
Other strategies include, cooperative learning, planning, delivery, giving feedback, using varied teaching strategies, and portfolio development.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student data is collected monthly and analyzed to determine effectiveness of the extended learning program.
Students and teachers will set monthly goals in each subject area.

Who is responsible for monitoring implementation of this strategy?

Leadership team will meet monthly with teachers to dissect student data and determine areas of need and provide instruction for remediation.

Literacy Leadership Team (LLT)

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

Name	Title
Margaret Fahringer	Principal
Aimee Leyva	Assistant Principal
Zeneida Tercero	Reading Coach
Cristina Socas	ESE/ESOL Coordinator
Vania Gerardo	Guidance Counselor
Margarita Curiel	Language Arts Lead Teacher

How the school-based LLT functions

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in adjusting curriculum to meet the needs of the students, and identifies students for remediation. Intervention is provided to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

Major initiatives of the LLT

The major initiatives will be to maintain FCAT levels between 3 to 5 and increase the scores for the students that have previously scored Levels 1's and/or 2's and data chats.The Literacy Leadership Team will help implement the Word of the Day practice and common core curriculum across content areas. Every teacher will incorporate reading across the curriculum.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to each student's improvement by analyzing the data and targeting deficiencies. Using instructional approaches that will meet individual learning needs such as small groups, peer teaching, differentiated instruction, using visuals and real world applications. All teachers will implement FCAT and CRISS reading strategies as well as follow the Integrated Thematic Unit Calendar, writing will be implemented in the content areas. The implementation of CRISS Strategies will be monitored through student work and evaluation of lessons by the leadership team. This calendar is cross-curricular and all teachers are expected to follow it regardless of subject area taught. Enrichment will be implemented for FCAT Levels 3-5 along with reading across the curriculum.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

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

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

The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, film and journalism courses apply the content learned in their language arts classes. Everglades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. Students in the course perform research in many areas to include both the social and applied sciences; their findings are submitted for judging in the Science Fair Competition. In addition to Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (STEM).
Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the The National Council of Teacher of Mathematics Standards, every student will be euipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and Instructional Focus Calendar, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Everglades Preparatory Academy will maintain its partnership with community organizations, student/teacher internships with local colleges and service learning, and parents, through the PTSO.

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

Everglades Preparatory Academy's design as an academy school takes into account the individual interests of students. This design serves as the foundation for the framework of the three academies. The elective classes are also organized by academy, Law Studies, Environmental and Marine Science, and Finance and Business, which further personalizes the learning experience through project-based learning activities which are cross curricular. As part of the academy course of study, career portfolios are developed by each student based on their major area of interest, fully 100% of the students will begin their career portfolio during the 2013-2014 school year.

Strategies for improving student readiness for the public postsecondary level

Not applicable since we do not have a high school feedback report

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		49%		
American Indian				
Asian				
Black/African American		27%		
Hispanic		48%		
White		13%		
English language learners		23%		
Students with disabilities		13%		
Economically disadvantaged		46%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	24%	28%
Students scoring at or above Achievement Level 4	39	20%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		57%	61%

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]*		51%
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]*		24%
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]*		24%

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.			

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	33	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		49%		
American Indian				
Asian				
Black/African American		40%		
Hispanic		50%		
White		14%		
English language learners		23%		
Students with disabilities		14%		
Economically disadvantaged		48%		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		52%	57%
Students in lowest 25% making learning gains (EOC)		50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	30%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	36%	39%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	40%	43%
Students scoring at or above Achievement Level 4	22	13%	14%

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	115	32%	35%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	25%
Students taking one or more advanced placement exams for STEM-related courses	22	6%	10%
CTE-STEM program concentrators	4		4
Students taking CTE-STEM industry certification exams	210	58%	63%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	58%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	50%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	11%
CTE teachers holding appropriate industry certifications	0	0%	6%

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	22	11%	10%
Students in ninth grade with one or more absences within the first 20 days	52	14%	13%
Students in ninth grade who fail two or more courses in any subject	4	3%	2%
Students with grade point average less than 2.0	40	11%	9%
Students who fail to progress on-time to tenth grade	1	1%	1%
Students who receive two or more behavior referrals	15	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	9%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2947	3%	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)	17574	76%	78%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	3244	57%	59%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	19251	72%	74%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.

G2. Our goal is to have 100% of the 11th grade students take the college placement tests and have 50% score "college ready" on the reading portion.

G3. On the 2013 FCAT Writing, the student proficiency level was at 61%. Our goal is to increase the student proficiency level to 65% on the 2014 Writing FCAT 2.0. indicating an increase of 4 percentage points.

G4. On the 2013 FCAT Mathematics target courses, the student proficiency level was at 49%. Our goal is to increase student proficiency level to 54% on the 2014 FCAT Mathematics target courses by 5 percentage points.

G5. Our goal is to have 100% of the 11th students take college placement tests and have 50% score "college ready" on the math portion.

G6. On the 2013 Algebra I EOC Test, the student proficiency level was at 34%. Our goal is to increase the student proficiency level to 41% on the 2014 Algebra I EOC Test indicating an increase of 7 percentage points.

G7. On the 2013 Geometry EOC Test, the student proficiency level was at 49%. Our goal is to increase student proficiency to 54% on the 2014 Geometry EOC Test indicating an increase of 5 percentage points.

G8. On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G9. In 2012-2013 school year, student participation in STEM related activities was at 0%. Our goal for 2013-2014 school year is to increase student participation in STEM related activities to 15% indicating an increase of 15 percentage points.

G10. In the 2012-2013 school year, student participation in CTE courses was 0%. Our goal for 2013-2014 school year is to increase student participation in CTE courses to 58% indicating an increase of 58 percentage points.

G11. Based on the 2013 US History EOC District Baseline assessment, the student proficiency level was 0%. Our goal for 2013-2014 is to increase student proficiency to 15% on the 2014 US History EOC indicating a increase of 15 percentage points.

G12. In 2012-2013 for the Early Warning Systems, 11% of students missed 10 percent of instructional time. For 2013-2014, our goal is to decrease students missing instructional time to 10% a decrease of 1 percentage point.

G13. Our goal is for 100% of the students to graduate in 2015.

Goals Detail

G1. On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.

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

Resources Available to Support the Goal
- SAT vocabulary
- Reading Coach
- Teachers
- Extended Learning Program
- Reading Plus
- Wordly Wise

Targeted Barriers to Achieving the Goal
- 27% of Blacks, 48% of Hispanics, 71% of Whites, and 46% of Economically Disadvantaged did not make AMO in Reading. Two areas contributing to reading deficiencies were Reporting Category 1- Vocabulary and Reporting Category 2-Reading Application.
- 23% of ELL students proficient in Reading. The specific area of concern was Reporting Category 1-Vocabulary.
- 13% of students with disabilities were proficient in Reading. The specific area of concern was Reporting Category 1-Vocabulary.
- 24% of our students scored at FCAT level 3 in Reading. The specific area of concern was Reporting Category 1-Vocabulary.
- 20% of our students are at FCAT levels 4 and above. The specific area of concern was Reporting Category 2- Reading Application.
- 57% of our students made learning gains. The specific area of concern was Reporting Category 2- Reading Application.
- 57% of our students scored in the lowest 25% for learning gains. The specific area of concern was Reporting Category 2- Reading Application.
- 45% of our students scored proficient on the CELLA listening/speaking.
- 15% of our students scored proficient on the CELLA Reading.
- 15% of our students scored proficient on the CELLA Writing.

Plan to Monitor Progress Toward the Goal

Reading Coach will monitor student data. The Coach will be used to address the needs of the teachers and assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible
LLT, Reading Coach, Administrators,ELL Coordinator

Target Dates or Schedule:
On-going

Evidence of Completion:
Interim Assessments, monthly benchmark mini assessments, teacher made and Summative Assessments: 2014 FCAT 2.0 Reading and 2014 Cella Reading Test

G2. Our goal is to have 100% of the 11th grade students take the college placement tests and have 50% score "college ready" on the reading portion.

Targets Supported

Resources Available to Support the Goal
- PSAT Preparation through English Classes
- PSAT Exam

Targeted Barriers to Achieving the Goal
- Students lack critical thinking skills required to answer the rigorous questions asked on the SAT,ACT and PERT.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will conduct walk throughs and formal observations to ensure fidelity of instructional goals.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Assessment data reports will be reviewed and instruction will be modified as needed. SAT, ACT, and PERT results.

G3. On the 2013 FCAT Writing, the student proficiency level was at 61%. Our goal is to increase the student proficiency level to 65% on the 2014 Writing FCAT 2.0. indicating an increase of 4 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing journals, portfolios, notebook, brainstorming strategies, graphic organizers, writing across the curriculum, Common Core materials

Targeted Barriers to Achieving the Goal

- 61% of our students scored a 3.5 or above on the FCAT Writing Test. Elaboration/Support and Conventions is the weakest area in the Writing components.

Plan to Monitor Progress Toward the Goal

Student written work will be evaluated using the FCAT writing rubric and assigned a FCAT equivalent score in order to track progress towards writing proficiency.

Person or Persons Responsible

Literacy leadership team,administration

Target Dates or Schedule:

On going

Evidence of Completion:

Student portfolios, Formative Assessments/Writing Prompts, lesson plans

G4. On the 2013 FCAT Mathematics target courses, the student proficiency level was at 49%. Our goal is to increase student proficiency level to 54% on the 2014 FCAT Mathematics target courses by 5 percentage points.

Targets Supported

Resources Available to Support the Goal
- Manipulatives
- Lesson Design Maps
- Problem Solving Protocol
- Math Coach

Targeted Barriers to Achieving the Goal
- 40% of Blacks, 50% of Hispanics, 48% of Whites, 23% of ELL students, 14% of SWD and 48% of Economically Disadvantaged students did not make AMO.
- 48% of Economically Disadvantaged students scored at proficiency level. Students lack real world experiences with polynomial equations.
- 23% of ELL scored at proficiency level. Students lack basic arithmetic skills making it difficult for them to solve higher complexity problems.
- 14% of Students with Disabilities scored at proficiency level. Students lack the basic arithmetic skills making it difficult for them to solve higher complexity problems.
- 52% of the students made learning gains. Students lack real world experiences with polynomial equations.
- 50% of the students in the lowest 25% made learning gains. Students lack basic skills and depend on the calculator for basic math facts.

Plan to Monitor Progress Toward the Goal

Every mathematics teacher will track student Baseline, Interim Assessment and EOC data on progress monitoring charts. Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible
Teachers, dept. lead and math coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G5. Our goal is to have 100% of the 11th students take college placement tests and have 50% score "college ready" on the math portion.

Targets Supported

Resources Available to Support the Goal
- PSAT
- PSAT Prep

Targeted Barriers to Achieving the Goal
- Students lack basic arithmetic skills required to answer the rigorous questions asked on the postsecondary readiness exams such as SAT, ACT and PERT.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will conduct walk-throughs and formal observations to ensure fidelity of instructional goals.

Person or Persons Responsible
MTSS/RtI team

Target Dates or Schedule:
Data will be analyzed bi-weekly after each assessment.

Evidence of Completion:
Bi-weekly assessment data reports will be reviewed and instruction will be modified as needed. SAT, ACT and PERT results.

G6. On the 2013 Algebra I EOC Test, the student proficiency level was at 34%. Our goal is to increase the student proficiency level to 41% on the 2014 Algebra I EOC Test indicating an increase of 7 percentage points.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Mathletics
- Drawings
- Manipulative materials
- Cooperative Learning
- Saturday Academy tutorials

Targeted Barriers to Achieving the Goal
- 30% of our students at Level 3 scored at proficiency level. These students lack the ability to activate their prior knowledge when exposed to new mathematical situations and real world problems involving functions, linear equations, and inequalities.
- 4% of our students at Level 4 and above scored at proficiency. Students lack experience with expanding their algebraic concepts to solve more complex problems involving functions, linear equations, and inequalities.

Plan to Monitor Progress Toward the Goal

Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible
Teachers, Math coaches, department chairpersons

Target Dates or Schedule:
Monthly

Evidence of Completion:
Every teacher will track student mini benchmark assessments, Baseline, Interim Assessments and EOC data on progress monitoring charts and data chat protocols.

G7. On the 2013 Geometry EOC Test, the student proficiency level was at 49%. Our goal is to increase student proficiency to 54% on the 2014 Geometry EOC Test indicating an increase of 5 percentage points.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Math Coach

- Manipulative materials

- CSA Approach- (concrete, semi-concrete and abstract)

- Saturday Academy tutorials

- Mathletics

- Mathletics

Targeted Barriers to Achieving the Goal
- 36% of our students are at the FCAT Level 3. Students are not proficient in understanding the concepts of two-dimensional geometry.

- 13% of our students are at FCAT Level 4 and above. Students are not proficient in understanding the concepts of two-dimensional geometry.

Plan to Monitor Progress Toward the Goal

Every teacher will track student Baseline, Interim Assessment, EOC data and mini-benchmark assessments on progress monitoring charts. Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Baseline, Interim assessments, and EOC data

G8. On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Lab Activities

- Writing Process

- Powerpoints

- Common Core

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Biology EOC, students at Level 3 have difficulties in all reporting categories: Molecular and Cellular Biology, Classification, Heredity and Evolution, and Organisms, Population and Ecosystems.

- Data from the 2013 Biology EOC indicates that 13% of our students of our students scored at a Level 4 or above. These students still require specific instruction in Molecular and Cellular Biology, Classification, Heredity and Evolution, as well as Organisms, Population and Ecosystems.

Plan to Monitor Progress Toward the Goal

Review data and track student progress towards mastering benchmarks to evaluate progress towards meeting our Biology EOC goal.

Person or Persons Responsible

The Science Department Head, Biology teachers and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data from bi-weekly biology assessments will be reviewed in order to monitor the progress of the strategy implemented, and to guide instruction.

G9. In 2012-2013 school year, student participation in STEM related activities was at 0%. Our goal for 2013-2014 school year is to increase student participation in STEM related activities to 15% indicating an increase of 15 percentage points.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Academy classes

- Reading and Math Coach

- Technology

- STEM activities and projects

- Project Lead the Way - Preparing Students for Global Economy

Targeted Barriers to Achieving the Goal

- During the 2013-2014 school year, the school experienced 0% STEM-related experiences and activities.

- During the 2013-2014 school year, the limited STEM-related experiences limited participation in STEM-related activities to 0% participation.

- Students do not always have the prerequisite needed for accelerated STEM related courses with students.

- Students are not always well prepared for the AP coursework load and struggle to pass the AP exams.

- Many certification exams have limited correlation with course content (i.e. certifying in dreamweaver for hospitality, therefore the student's interest's in CTE-STEM concentrators are limited.

- Limited access to the computer lab leads to a limited number of hours a student can practice and prepare for industry certification exams which hinders them taking and passing CTE-STEM industry exams.

Plan to Monitor Progress Toward the Goal

Administrators will monitor the participation in STEM-related activities.

Person or Persons Responsible
Administrators, teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
List of STEM activities, sample STEM projects, participation logs, Field Excursion attendance.

G10. In the 2012-2013 school year, student participation in CTE courses was 0%. Our goal for 2013-2014 school year is to increase student participation in CTE courses to 58% indicating an increase of 58 percentage points.

Targets Supported

- CTE

Resources Available to Support the Goal

- Computers

- Licenses for Software

Targeted Barriers to Achieving the Goal

- The school is in its second year and just starting to establish CTE courses and now have 210 students enrolled in CTE courses.

- Students who enroll in accelerated courses do not always have the prerequisites required for these courses.

- We have 210 students taking CTE exams but they may not be ready for certification exams.

- We have 4 CTE program concentrators.

- Only 2 teachers hold industry certifications.

Plan to Monitor Progress Toward the Goal

Monitor students taking the CTE industry certification exams.

Person or Persons Responsible
Guidance counselor, administration

Target Dates or Schedule:
monthly

Evidence of Completion:
certificates of industry certificates from the number of students who passed

G11. Based on the 2013 US History EOC District Baseline assessment, the student proficiency level was 0%. Our goal for 2013-2014 is to increase student proficiency to 15% on the 2014 US History EOC indicating a increase of 15 percentage points.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- AP Course

- Teachers

- Technology

- Research Papers

- Cornell Notes

- Reading Strategies

Targeted Barriers to Achieving the Goal

- Only 21% scored in the middle third on the US History EOC. Students have limited understanding and knowledge of the U.S. Constitution Students will participate in the research-based program, "We the People."

- 0% scored in the upper third on the US History EOC. Students lack a general knowledge of concepts in the context of US History.

Plan to Monitor Progress Toward the Goal

Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instruction and address students' weakest benchmark.

Person or Persons Responsible

Teachers, Administration, Dept. Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Baseline, district Assessments, Formal and Informal Assessments, Projects

G12. In 2012-2013 for the Early Warning Systems, 11% of students missed 10 percent of instructional time. For 2013-2014, our goal is to decrease students missing instructional time to 10% a decrease of 1 percentage point.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Parent Workshops

- Guidance Counselor

- Connect Ed

- Attendance Rosters

- Grades

Targeted Barriers to Achieving the Goal
- Parental lack of awareness about attendance affecting student academic achievement for those that miss 10% or more of instructional time.

- We have 3% of students in Grade 9 that failed two or more courses.

- We have 27% of 9th grade students with absences in the first 20 days.

- We have 40 students with a GPA less than 2.0.

- We have had 8% of students with referrals.

Plan to Monitor Progress Toward the Goal

Track attendance and students in danger of failing on an on-going basis.

Person or Persons Responsible
Teachers, Leadership team, Counselor

Target Dates or Schedule:
On-Going

Evidence of Completion:
Attendance Rosters

G13. Our goal is for 100% of the students to graduate in 2015.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Attendance incentives Certificates Special activities (dances etc.) Career Fairs

Targeted Barriers to Achieving the Goal
- At-risk of dropping out students may not be familiar with the resources for students to meet graduation requirements

- Students exhibiting warning signs of potential dropping out of school in the areas of attendance, active engagement, academic success, and social behavior.

Plan to Monitor Progress Toward the Goal

Review potential failure report, GPA report, and retention report

Person or Persons Responsible
counselor, administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
GPA reports, graduation list, report cards, honor roll list

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.

G1.B1 27% of Blacks, 48% of Hispanics, 71% of Whites, and 46% of Economically Disadvantaged did not make AMO in Reading. Two areas contributing to reading deficiencies were Reporting Category 1-Vocabulary and Reporting Category 2-Reading Application.

G1.B1.S1 Provide students with opportunities to use text marking strategies (i.e., marginal notes, and selective highlighting) to determine causal relationships.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts; students will 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed through interim and teacher made assessments.

Evidence of Completion

Student Work, Portfolios

Facilitator:

Melissa Prado Aguilar

Participants:

Reading/Content Area teachers

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

Reading coach will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person or Persons Responsible

Reading coach, Administration

Target Dates or Schedule

Monthly meetings, weekly planning, department and grade level leads will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. Formative and Summative assessments, teacher made and interim assessments, FCAT 2.0 Reading

Plan to Monitor Effectiveness of G1.B1.S1

Reading coach will monitor student data. The coach will be used to assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monitoring will occur after each mini benchmark assessment and interim assessment. Additionally, bi-weekly department or grade level meetings will take place to monitor strategy implementation.

Evidence of Completion

Monthly assessment data reports will be reviewed during data chat meetings and instruction will be modified as needed. Formative, Summative, teacher made, interim and benchmark assessments, FCAT 2.0 Reading

G1.B2 23% of ELL students proficient in Reading. The specific area of concern was Reporting Category 1-Vocabulary.

G1.B2.S1 Provide students opportunity to practice and focus on key vocabulary emphasized and presented in various contexts where they can deduct the meaning of a word by searching the context of the sentence in which a new word appears for clues.

Action Step 1

Teachers will provide practice where students can search for synonyms and definitions embedded and/or check for an antonym clue then reread the sentence and rephrase using the various strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed monthly through benchmark and teacher made assessments.

Evidence of Completion

Teachers will meet with the ELL coordinator on a biweekly basis to review data and make necessary instructional modifications.

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

ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through on-going data debriefing sessions with ELL teachers. Instructional adjustments will be made based on individual students, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans.

Plan to Monitor Effectiveness of G1.B2.S1

ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Summative results of the FCAT 2.0 Reading

G1.B3 13% of students with disabilities were proficient in Reading. The specific area of concern was Reporting Category 1-Vocabulary.

G1.B3.S1 Provide students opportunity to practice and focus on key vocabulary emphasized and presented in various contexts where they can deduct the meaning of a word by searching the context of the sentence in which a new word appears for clues.

Action Step 1

Teachers will provide practice where students can search for synonyms and definitions embedded and/or check for an antonym clue then reread the sentence and rephrase using the various strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson plans, Teacher Made Assessments

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

Reading Coach will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with language/reading strategies. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Teacher Made Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Reading Coach and administration will monitor effectiveness of implemented strategies through analyzing data from benchmark assessments. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Benchmark Assessments, Data Chat Forms

G1.B4 24% of our students scored at FCAT level 3 in Reading. The specific area of concern was Reporting Category 1-Vocabulary.

G1.B4.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

Teachers will provide instruction in different levels of content-specific words (shades of meaning), differences in meaning due to context; engage students in affix or root word activities and in reading from a wide variety of texts.

Person or Persons Responsible

Reading/Language Arts teachers/Coaches will model delivery.

Target Dates or Schedule

Students will be assessed through monthly benchmark assessments as well as three times a year through district interim assessments.

Evidence of Completion

Student work, vocabulary quizzes and tests. Journals, data chats and charts

Facilitator:

Amber Graham

Participants:

Reading/Language Arts Teachers

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

Instructional leads will monitor teacher fidelity of the implemented strategies through review of lesson plans focusing on vocabulary instruction.

Person or Persons Responsible

Department leads, LLT, Coaches, Administrators

Target Dates or Schedule

Weekly review of lesson plans and monthly department meeting will take place to monitor implementation.

Evidence of Completion

Student work, formative assessments, teacher-made assessments, monthly benchmark mini assessments and the summative FCAT Reading Test 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Student assessment data, lesson plans, classroom walk-throughs focusing on effective vocabulary instruction.

Person or Persons Responsible

LLT, Coaches, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

analysis of student data, data charts, interim assessments, teacher-made tests, and FCAT 2.0 Reading Test

G1.B5 20% of our students are at FCAT levels 4 and above. The specific area of concern was Reporting Category 2- Reading Application.

G1.B5.S1 Analyze a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text.

Action Step 1

Teachers will provide enrichment strategies using concept maps to analyze an author's use of text structure with a specific focus on parallel plots, pacing and flashbacks, to determine how these elements evoke a specific mood. Expose students to a variety of texts to enhance the understanding of universal themes. Increase the use of Advanced Placement(AP) strategies (i.e., TP-CASTT,SIFT, and Close Reading) to improve student understanding of stylistic elements such as figurative and descriptive language, tone and theme.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly/on-going

Evidence of Completion

Teachers will meet with the reading coach on a monthly basis to review data and make necessary instructional modifications. Administration will conduct walk-throughs.

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

Grade level leads and reading coach will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual students, class and grade level data.

Person or Persons Responsible

Grade Level Leads, Reading Coach, Administration

Target Dates or Schedule

Monthly grade level meetings. Weekly planning.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Meeting focus and teacher preparation will be monitored via agendas, lesson plans and attendance rosters. Formative and Summative assessments, teacher made,interim and monthly benckmark assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Reading coach will monitor student data. The coach will assist them with planning, instructional delivery and strategy implementation.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

After each benchmark and interim assessment. Monthly department meetings will take place to monitor strategy implementation.

Evidence of Completion

Reading coach will monitor the implementation of identified strategies. Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Formative and Summative assessments, interim, benchmark, teacher made assessments, and 2014 FCAT 2.0 Reading.

G1.B6 57% of our students made learning gains. The specific area of concern was Reporting Category 2- Reading Application.

G1.B6.S1 Provide students with opportunities to use text marking strategies (i.e., marginal notes, and selective highlighting) to determine causal relationships.

Action Step 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts; students will 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed through the Interim Assessments.

Evidence of Completion

Lesson Plans, Student Work

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

Instructional department lead will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

Person or Persons Responsible

Administration,reading coach

Target Dates or Schedule

Monthly department meetings will take place to monitor strategy implementation. Through weekly planning, department and grade level leads will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. –Formative Assessments: Teacher Made and Interim Assessments, monthly benchmark mini assessments, and –Summative Assessments: 2014 FCAT 2.0 Reading.

Plan to Monitor Effectiveness of G1.B6.S1

Reading Coach will monitor student data. The Coach will be used to address the needs of the teachers and assist them with planning, instructional delivery, and strategy implementation.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Monitoring will occur after each minibenchmark assessment and interim assessment. Additionally, monthly department meetings will take place to monitor strategy implementation.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Formative Assessments: Teacher Made and Interim Assessments, monthly benchmark mini assessments, and -Summative Assessments: 2014 FCAT 2.0 Reading.

G1.B7 57% of our students scored in the lowest 25% for learning gains. The specific area of concern was Reporting Category 2- Reading Application.

G1.B7.S1 Provide pull-out tutorial sessions in reading instruction addressing reading application skills for students identified in the lowest 25th percentile during specified periods two to three times a week.

Action Step 1

The reading interventionist will, in collaboration with Intensive Reading Teacher, assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of literary analysis in both fiction and nonfiction text.

Person or Persons Responsible

Reading/Language Arts Teachers, Interventionist, Reading Coach, Administration

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Teachers will meet with the reading coach on a weekly basis to plan, debrief, analyze data, and make any necessary adjustment Additionally, students will be assessed three times a year through the teacher made and Interim Assessments.

Evidence of Completion

Teachers will monitor the implementation of the identified strategies by the reading interventionist. Teachers will meet with the reading coach on a bi-weekly basis to review data and make necessary instructional modifications. Formative: Teacher made and Interim Assessments and weekly comprehension checks Summative: 2014 FCAT 2.0 Reading.

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

Reading coach will monitor student progress, teacher and interventionist fidelity of the implemented strategies through bi-weekly data debriefing sessions and analysis of student assessments.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Planning will take place once a week to monitor interventions.

Evidence of Completion

Weekly comprehension checks will be reviewed by the reading coach to ensure effectiveness of the intervention program. Lesson plans, teacher made assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Reading teachers will meet with the reading coach on a bi-weekly basis to plan, debrief, analyze data, and make any necessary instructional adjustments.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans, Administrative walk-throughs, Formative: Teacher made and Interim Assessments, comprehension checks, pre/post-test Summative: 2014 FCAT 2.0 Reading.

G1.B8 45% of our students scored proficient on the CELLA listening/speaking.

G1.B8.S1 Encourage ELLs to speak in class as much as possible and participate in oral discussion with classmates regarding books and subjects that build vocabulary.

Action Step 1

The teacher will give students the opportunity to engage in meaningful conversations and language practice in class where conversations are structured around books and subjects that build vocabulary and can experience different written and spoken styles and model proper use of inflection, intonation, expression, and speed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Summative: Results of the 2014 CELLA Listening and Speaking Test

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

The ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with ELL teachers. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Administration, ELL Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans.

Plan to Monitor Effectiveness of G1.B8.S1

The ELL Coordinator will monitor student progress and teacher fidelity of implemented strategies through monthly data debriefing sessions with teachers. Instructional adjustments will be made based on individual students, class and grade level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

ESOL instructional strategies listed on the lesson plans.

G1.B9 15% of our students scored proficient on the CELLA Reading.

G1.B9.S1 Provide students opportunity to practice and focus on key vocabulary emphasized and presented in various contexts where they can deduct the meaning of a word by searching the context of the sentence in which a new word appears for clues.

Action Step 1

Teachers will provide practice where students can search for synonyms and definitions embedded and /or check for an antonym clue then reread the sentence and rephrase using the various strategies.

Person or Persons Responsible

MTSS/RtI, ELL Coordinator, teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments.

Evidence of Completion

ELL Coordinator will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the ELL Coordinator on an on-going basis to review data and make necessary instructional modifications.The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback.

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

ELL Coordinator will monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

Monthly meetings will take place to monitor strategy implementation. Through weekly planning, ELL Coordinator will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Summative: Results of the 2014 CELLA Reading Test

Plan to Monitor Effectiveness of G1.B9.S1

ELL Coordinator monitor student progress and teacher fidelity of the implemented strategies through monthly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual student, class and grade-level data results.

Person or Persons Responsible

ELL Coordinator, Administration

Target Dates or Schedule

Monthly meetings will take place to monitor strategy implementation. Through weekly planning, ELL Coordinator will serve as facilitators as teachers discuss best practices related to the instructional strategy.

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings and instruction will be modified as needed. Summative: Results of the 2014 CELLA Reading Test

G1.B10 15% of our students scored proficient on the CELLA Writing.

G1.B10.S1 Students will keep reading response logs which are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

Action Step 1

Teachers will have students keep reading response journal/logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Teacher will respond with advice, comments, suggestions, and/or observations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed three times a year through the Interim Assessments.

Evidence of Completion

Student work samples, Reading response Journals, Summative: Results from the 2014 CELLA Writing Test

Plan to Monitor Fidelity of Implementation of G1.B10.S1

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback.

Person or Persons Responsible

ELL Coordinator, MTSS/RtI Team

Target Dates or Schedule

Data will be analyzed monthly after each mini benchmark and Interim Assessments.

Evidence of Completion

Summative: Results of the 2014 CELLA Reading Test

Plan to Monitor Effectiveness of G1.B10.S1

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will attend department meetings to provide feedback.

Person or Persons Responsible

ELL Coordinator, MTSS/RtI Team

Target Dates or Schedule

Data will be analyzed monthly after each mini benchmark and on-going and Interim Assessments.

Evidence of Completion

Summative: Results of the 2014 CELLA Reading Test

G2. Our goal is to have 100% of the 11th grade students take the college placement tests and have 50% score "college ready" on the reading portion.

G2.B1 Students lack critical thinking skills required to answer the rigorous questions asked on the SAT,ACT and PERT.

G2.B1.S1 Monitor student progress by offering in-class formative and benchmark assessments to diagnose strengths and weaknesses and improve instruction accordingly. Also administer practice standardized exams to assess student progress using a common objective measure.

Action Step 1

Teachers will incorporate materials that will address critical thinking skills and college readiness practice tests.

Person or Persons Responsible

Teachers/Coaches

Target Dates or Schedule

Data will be analyzed bi-weekly after each assessment.

Evidence of Completion

Bi-weekly deaprtment meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

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

Department leads, teachers and coaches will develop assessments to evaluate students' progress and address deficiencies.

Person or Persons Responsible

Department leads, teachers, and coaches

Target Dates or Schedule

Bi-weekly department meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

Evidence of Completion

Data chats in student folders and lesson plans.

Plan to Monitor Effectiveness of G2.B1.S1

11th grade teachers and coaches will keep track of student progress through data chats by comparing and reflecting on their performance on class assessments, SAT, ACT and the PERT.

Person or Persons Responsible

Teachers/Coaches

Target Dates or Schedule

on-going

Evidence of Completion

Data analysis of assessments, SAT, ACT and the PERT results.

G3. On the 2013 FCAT Writing, the student proficiency level was at 61%. Our goal is to increase the student proficiency level to 65% on the 2014 Writing FCAT 2.0. indicating an increase of 4 percentage points.

G3.B1 61% of our students scored a 3.5 or above on the FCAT Writing Test. Elaboration/Support and Conventions is the weakest area in the Writing components.

G3.B1.S1 Provide instruction in writing as a process from planning through publishing with creative writing assignments and prompted essays.

Action Step 1

Teachers will assist students in developing a Writer's Notebook, Journal and/or Portfolio which contains brainstorming strategies: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals and portfolios, and Writing Assessments, posted student work, lesson plans

Facilitator:

Susan Black

Participants:

Writing and Reading Teachers

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

observation of teacher instruction, lesson plan reviews, and classroom walkthroughs

Person or Persons Responsible

Literacy leadership team, administration

Target Dates or Schedule

On going

Evidence of Completion

Student Portfolios, Mid-Year Writing Assessment, lesson plans, observations of teacher

Plan to Monitor Effectiveness of G3.B1.S1

Comparisons of drafts to final products, review Student portfolios, student-teacher conference protocols

Person or Persons Responsible

LLT, administration

Target Dates or Schedule

On going

Evidence of Completion

Student portfolios, Formative Assessments/Writing Prompts, lesson plans, website newsletter (student generated).

G4. On the 2013 FCAT Mathematics target courses, the student proficiency level was at 49%. Our goal is to increase student proficiency level to 54% on the 2014 FCAT Mathematics target courses by 5 percentage points.

G4.B1 40% of Blacks, 50% of Hispanics, 48% of Whites, 23% of ELL students, 14% of SWD and 48% of Economically Disadvantaged students did not make AMO.

G4.B1.S1 Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

The teachers will implement the problem solving protocol to understand, plan, solve and check (UPSC) model enabling students to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teachers, Math coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and design maps

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

Math department will meet on a weekly basis to complete a lesson design maps that include Charter School Associates (CSA), UPSC and Higher Order Thinking (H.O.T.) questions. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to Math Dept.Lead for feedback and revisions.

Person or Persons Responsible

Math dept. lead and coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, design maps

Plan to Monitor Effectiveness of G4.B1.S1

Review data and individual student data protocols, classroom progress charts

Person or Persons Responsible

Coach, dept. lead and administration.

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness as well as data from mini benchmark assessment.s

G4.B2 48% of Economically Disadvantaged students scored at proficiency level. Students lack real world experiences with polynomial equations.

G4.B2.S1 Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

1. The teachers will follow the C-S-A approach for all lessons for polynomials, using Algebra Tiles as manipulatives, drawings, and algorithmic practice. 2. Teachers will plan biweekly stations, which will include a Mathletics fluency activity at the computer station.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, mathletics reports

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

Teachers will turn in their weekly lesson plans to the Math Department Lead for feedback and revisions.

Person or Persons Responsible

Math Lead, math coaches, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

1. Mathletics progress reports will be pulled by the teachers 2. Incentives will be provided for Bronze, Silver, and Gold certificates from Mathletics.

Person or Persons Responsible

Coaches, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Mathletics reports

G4.B3 23% of ELL scored at proficiency level. Students lack basic arithmetic skills making it difficult for them to solve higher complexity problems.

G4.B3.S1 Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations

Action Step 1

The teacher will Implement the problem solving protocol to understand, plan, solve and check (USPC) model enabling students to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and design maps

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

Math dept. will meet on a weekly basis to complete a lesson design map that includes Charter School Associates (CSA), UPSC and Higher Order Thinking (H.O.T.S.)Questions. The lesson design maps are turned in with meeting minutes. Teachers will turn in their weekly lesson plans to the math dept. lead for feedback and revisions.

Person or Persons Responsible

Dept. lead and math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plas, design maps

Plan to Monitor Effectiveness of G4.B3.S1

Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations

Person or Persons Responsible

dept. lead, and math coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness.

G4.B4 14% of Students with Disabilities scored at proficiency level. Students lack the basic arithmetic skills making it difficult for them to solve higher complexity problems.

G4.B4.S1 Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

The teacher will Implement the UPSC, problem solving protocol to understand, plan, solve and check model therefore students are able to find the solution to higher order thinking word problems.

Person or Persons Responsible

tutors

Target Dates or Schedule

on-going

Evidence of Completion

Lesson Plans, assessments, data results

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

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

department lead

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Plan to Monitor Effectiveness of G4.B4.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G4.B5 52% of the students made learning gains. Students lack real world experiences with polynomial equations.

G4.B5.S1 Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

The teacher will Implement the UPSC, problem solving protocol to understand, plan, solve and check model therefore students are able to find the solution to higher order thinking word problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and design maps

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Math department will meet on a weekly basis to complete a lesson design maps that include CSA, UPSC and H.O.T. question. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

math dept. lead

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will turn in their weekly lesson plans to Math Dept. Lead for feedback and revisions.

Plan to Monitor Effectiveness of G4.B5.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

math coach, administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G4.B6 50% of the students in the lowest 25% made learning gains. Students lack basic skills and depend on the calculator for basic math facts.

G4.B6.S1 Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal).

Action Step 1

The teacher will: 1. Review stations before chapter testing, 2. After school math help 3. Bell work and classroom review centers will focus on making connections between the standard algorithm and real-world problem solving for algebraic proportions.

Person or Persons Responsible

Teacher, Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, teacher made assessments.

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Teachers will turn in their weekly lesson plans to the Math Department Leads for feedback and revisions.

Person or Persons Responsible

Dept. leads, coaches, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G4.B6.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Math dept. lead, math coach

Target Dates or Schedule

On-going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G5. Our goal is to have 100% of the 11th students take college placement tests and have 50% score "college ready" on the math portion.

G5.B1 Students lack basic arithmetic skills required to answer the rigorous questions asked on the postsecondary readiness exams such as SAT, ACT and PERT.

G5.B1.S1 Incorporate mathematical practices of the Common Core Standards to support mathematical fluency and problem solving proficiency in situations involving number sense, arithmetic and higher order thinking.

Action Step 1

11th grade teachers along with the math coach, will collaborate and chose materials that will address the lack of arithmetic skills and critical thinking needed.

Person or Persons Responsible

Administration, math coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly assessments, SAT, ACT, PERT results

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

Create assessments and practice tests to evaluate students' progress and address deficiencies.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Department meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategies that can be incorporated.

Evidence of Completion

Evidence of data chats, lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

11th grade teachers will keep track of student progress through data chats to compare and reflect on their performance on class assessments, the SAT, ACT, and the PERT.

Person or Persons Responsible

Math teachers, Math Coach

Target Dates or Schedule

Bi-weekly department meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategies that will be incorporated.

Evidence of Completion

Data analysis of biweekly assessments using SAT, ACT, and PERT results

G6. On the 2013 Algebra I EOC Test, the student proficiency level was at 34%. Our goal is to increase the student proficiency level to 41% on the 2014 Algebra I EOC Test indicating an increase of 7 percentage points.

G6.B1 30% of our students at Level 3 scored at proficiency level. These students lack the ability to activate their prior knowledge when exposed to new mathematical situations and real world problems involving functions, linear equations, and inequalities.

G6.B1.S1 Provide opportunities for the students to solve algebraic problems in real-world and mathematical contexts involving functions, linear equations, and inequalities.

Action Step 1

Teachers will use the problem solving protocol to provide opportunities for students to: • Solve algebraic proportions in real-world and mathematical contexts. • Solve real-world problems using functions, linear equations, quadratic equations and inequalities.

Person or Persons Responsible

Teachers, math coach

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, classroom walk through, student portfolios, student posted work

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

Math department will meet on a weekly basis to complete a lesson design map that include real world connections activities. The lesson design maps are turned in with meeting minutes.

Person or Persons Responsible

department chairperson, math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, curriculum design maps

Plan to Monitor Effectiveness of G6.B1.S1

Review of data reports, data chat protocols, and student progress protocols.

Person or Persons Responsible

Math department chairperson, Math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher made tests, mini benchmark assessments, Baseline, Interim Assessments and EOC practice test data will be used to monitor the effectiveness of the strategy.

G6.B2 4% of our students at Level 4 and above scored at proficiency. Students lack experience with expanding their algebraic concepts to solve more complex problems involving functions, linear equations, and inequalities.

G6.B2.S1 Provide opportunities for students to practice the content so they will be able to: Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Teachers will provide opportunities to solve algebra problems containing polynomials expressions in real-world contexts.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, student work, classroom walk through,

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

1.Teachers will turn in their weekly lesson plans to the Math Department Lead for feedback and revisions. 2. A copy of the weekly Math Coach schedule will be turned into administration to document classroom

Person or Persons Responsible

Math Coach, administration

Target Dates or Schedule

Weekly/On-going

Evidence of Completion

student work, Lesson Plans, Math Coach Schedule, Workshop Attendance, classroom walkthroughs

Plan to Monitor Effectiveness of G6.B2.S1

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

Person or Persons Responsible

Math dept. Lead, Math Coach, administration

Target Dates or Schedule

On-Going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor effectiveness.

G7. On the 2013 Geometry EOC Test, the student proficiency level was at 49%. Our goal is to increase student proficiency to 54% on the 2014 Geometry EOC Test indicating an increase of 5 percentage points.

G7.B1 36% of our students are at the FCAT Level 3. Students are not proficient in understanding the concepts of two-dimensional geometry.

G7.B1.S1 Provide opportunities for students to practice the content so they will be able to: •Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles.

Action Step 1

Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Person or Persons Responsible

Teachers, math coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, administrative walk throughs, student portfolios, posted student work

Action Step 2

Encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

Person or Persons Responsible

Teachers, math coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, administrative walk throughs, student portfolios, posted student work

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

1.Teachers will turn in their weekly lesson plans to the Math Department Chairperson for feedback and revisions. 2. A copy of the weekly Math Coach schedule will be turned into administration to document classroom assistance and teacher modeling.

Person or Persons Responsible

Math Department chairperson, math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, math coach schedule

Plan to Monitor Effectiveness of G7.B1.S1

teacher made assessments, interim assessments, student work, data chat protocols with teachers

Person or Persons Responsible

Math coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

data reports from assessments, data analysis, data chat protocols

G7.B2 13% of our students are at FCAT Level 4 and above. Students are not proficient in understanding the concepts of two-dimensional geometry.

G7.B2.S1 ?Provide opportunities for students to practice the content so they will be able to: •Identify a net for a regular or non-regular polyhedron and identify the regular or non-regular polyhedron for a given net. •Identify and determine types of faces or the number of faces, edges, or vertices of a given polyhedron. •Explain and apply formulas to determine surface area, lateral area, and volume of solids. •Identify and use properties of congruent or similar solids to solve problems. •Identify chords, tangents, radii, or great circles of spheres. •Determine how changes in no more than two parameters affect the surface area and volume. •Determine how changes in one parameter affect the other parameter(s) when surface area and volume are held constant.

Action Step 1

1.Provide individualized training for teachers on the use of the manipulatives from our book series. 2.Math department will meet on a weekly basis to complete a lesson design maps that include the CSA approach—concrete, semi-concrete, abstract approach 3.The Math Coach will work with the Geometry teachers in order to increase the use of manipulatives in geometry classrooms.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Design Maps

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

1.Teachers will turn in their weekly lesson plans to the Math Department Lead or feedback and revisions. 2.A copy of the weekly Math Coach schedule will be turned into administration.

Person or Persons Responsible

Teachers, Math Coach, Dept. Lead

Target Dates or Schedule

Weekly

Evidence of Completion

Math Coach Schedule, Lesson Plans

Plan to Monitor Effectiveness of G7.B2.S1

Every teacher will track student Baseline, Interim Assessment and EOC data on progress monitoring charts Teachers will meet with individual students to do data chats and goal setting.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Baseline, Interim Assessment and EOC practice test data will be used to monitor the effectiveness

G8. On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC, students at Level 3 have difficulties in all reporting categories: Molecular and Cellular Biology, Classification, Heredity and Evolution, and Organisms, Population and Ecosystems.

G8.B1.S1 Students need to be exposed to rigorous activities, high order questioning strategies to increase their conceptual understanding, as well as with the opportunity to design experiments using the process of science.

Action Step 1

Teachers will have students present their work through lab reports, with strong evidence-supported conclusions, as well as PowerPoint presentations, and/or classroom discussions. Teachers will guide students through the writing process, until they become independent.

Person or Persons Responsible

Biology Teachers, Science Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports, Power Points, Lesson Plans

Facilitator:

Allison Walker

Participants:

Science Teachers

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

Department Chairs as well as administration will review lesson plans weekly. Frequent classroom observations and walkthroughs will provide evidence that strategies documented on lesson plans are effectively implemented within the lessons.

Person or Persons Responsible

Science Coach, Science Department Chair, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Writing journals, lab activities, lesson Plans, Administrative Walk-throughs and classroom observations.

Plan to Monitor Effectiveness of G8.B1.S1

The Science Department Chair and administration will schedule meetings with Biology teachers to go over benchmark data and will monitor students individual progress towards benchmark mastery through data chats.

Person or Persons Responsible

Science Department Chair, administration and Biology Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data from baseline, interim assessments and frequent mini-benchmark assessments. Data Chats

G8.B2 Data from the 2013 Biology EOC indicates that 13% of our students of our students scored at a Level 4 or above. These students still require specific instruction in Molecular and Cellular Biology, Classification, Heredity and Evolution, as well as Organisms, Population and Ecosystems.

G8.B2.S1 Use instructional technology to enhance and remediate students' conceptual understanding of topics being addressed and benchmarks being covered.

Action Step 1

The Biology teachers will promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed. After participating on hands-on and technology opportunities students will be required to write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards. This strategy will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lab Activities, Annotated Visual Representations

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

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding, as well as project topics and project rubrics to provide guidance as needed.

Person or Persons Responsible

Science Department Chair, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Rubrics, Lesson plans, Projects, Science Lab Journals, Classroom Observations and walkthrough checklists

Plan to Monitor Effectiveness of G8.B2.S1

Utilize bi-weekly benchmark data to drive instruction, and differentiated instruction strategies will be implemented to address students' needs. Data will also be utilized to participate in data chats with students (i.e. at grade level, intervention and enrichment groups.). Selected lab reports will be reviewed for effective implementation of the strategy.

Person or Persons Responsible

Science Department Chair, Administration, Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark data, data chats, teacher-made assessments, lab reports

G9. In 2012-2013 school year, student participation in STEM related activities was at 0%. Our goal for 2013-2014 school year is to increase student participation in STEM related activities to 15% indicating an increase of 15 percentage points.

G9.B1 During the 2013-2014 school year, the school experienced 0% STEM-related experiences and activities.

G9.B1.S1 The school will offer a variety of STEM-related activities such as Science Fair, STEM project and Field excursions.

Action Step 1

Tie in STEM related activities to their coursework and curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Scheduling of STEM activities, classroom observations, walkthroughs and lesson plans

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

Administrators will monitor STEM related activities across the curriculum.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Administrative Walkthroughs and observations, STEM projects and work products, Field trip agendas and itinerary.

Plan to Monitor Effectiveness of G9.B1.S1

Administrators and teachers will work together to monitor STEM related activities and participation.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

List of STEM activities and participation logs, field excursions and STEM projects.

G9.B2 During the 2013-2014 school year, the limited STEM-related experiences limited participation in STEM-related activities to 0% participation.

G9.B2.S1 Inform students of opportunities to participate in STEM related activities.

Action Step 1

Teachers will inform students of STEM-related activities and projects along with participation requirements and expectations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Flyers, Rubrics, EDLINE pages, newsletters, field trip permission slips

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

Monthly meetings to address STEM initiatives in order to increase participation in STEM-related activities.

Person or Persons Responsible

Administrators, Academy Lead Teacher, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes with logged number of STEM related activities and participation at each event.

Plan to Monitor Effectiveness of G9.B2.S1

Evaluate if STEM initiatives are increasing student participation in STEM related activities.

Person or Persons Responsible

Administration, Academy Lead teacher, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Number of STEM related activities and the number of students in attendance.

G9.B3 Students do not always have the prerequisite needed for accelerated STEM related courses with students.

G9.B3.S1 Ensure that students have completed prerequisite courses before enrolling in accelerated STEM-related courses.

Action Step 1

Inform students of the prerequisites needed for accelerated STEM related courses.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of counselor meeting with students.

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

Monitor meeting schedule of guidance counselor meeting with students to inform them of STEM-related course prerequisites

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Log or schedule of meeting with students to discuss STEM-related course prerequisites.

Plan to Monitor Effectiveness of G9.B3.S1

Track the number of students completing or working towards completing STEM-related course prerequisites.

Person or Persons Responsible

Counselor and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

enrollment of students in prerequisite courses and their successful completion of prerequisites.

G9.B4 Students are not always well prepared for the AP coursework load and struggle to pass the AP exams.

G9.B4.S1 Departments will determine which courses feed into AP STEM courses and scaffold the curriculum to provide access and support.

Action Step 1

AP teachers will provide tutoring, review sessions and practice exams to help prepare students for AP coursework load and AP exams.

Person or Persons Responsible

AP teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Data from AP practice tests, tutoring rosters and attendance at review sessions.

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

Meet with AP teachers to review data and strategies in place to help increase student achievement in AP classes.

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes, data from practice AP tests.

Plan to Monitor Effectiveness of G9.B4.S1

Track student AP practice exam data and grades to document improvement in AP coursework.

Person or Persons Responsible

Administration and AP teachers

Target Dates or Schedule

Monthly

Evidence of Completion

grades and AP practice exam scores.

G9.B5 Many certification exams have limited correlation with course content (i.e. certifying in dreamweaver for hospitality, therefore the student's interest's in CTE-STEM concentrators are limited.

G9.B5.S1 Work with colleges and industry leaders to offer correlation between courses, the profession and industry certification.

Action Step 1

Work with colleges and industry leaders to offer correlation between courses, the profession and industry certification.

Person or Persons Responsible

Lead teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting agenda and minutes. Ideas developed at the meetings

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

Review coursework to ensure that the course material correlates to the professional and the industry certification exam.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan review, classroom observations and walkthrough checklists.

Plan to Monitor Effectiveness of G9.B5.S1

Students demonstrate skills that are required in their corresponding profession and/or industry.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made tests, project and assignment rubrics, student grades

G9.B6 Limited access to the computer lab leads to a limited number of hours a student can practice and prepare for industry certification exams which hinders them taking and passing CTE-STEM industry exams.

G9.B6.S1 Develop a schedule for STEM-related classes can access the computer lab.

Action Step 1

Develop a timeline for testing certification exams that will coincide with the core testing schedule and provide time for the lab to be available for STEM related classes to go into the lab to prepare for and practice for the industry certification exams.

Person or Persons Responsible

Testing chairperson

Target Dates or Schedule

ongoing

Evidence of Completion

Schedule with time blocked off for STEM-related courses and activities.

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Monitor who access the computer lab during time allotted for STEM-related courses and activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lab usage rosters and sign in sheets.

Plan to Monitor Effectiveness of G9.B6.S1

Monitor student performance data from STEM-related courses and activities to track if there is a positive correlation with grades and passing scores on practice industry certification exams.

Person or Persons Responsible

Teachers, Academy Lead Teacher and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

data from practice industry certification exams and student grades

G10. In the 2012-2013 school year, student participation in CTE courses was 0%. Our goal for 2013-2014 school year is to increase student participation in CTE courses to 58% indicating an increase of 58 percentage points.

G10.B1 The school is in its second year and just starting to establish CTE courses and now have 210 students enrolled in CTE courses.

G10.B1.S1 Prepare and test students for industry certifications through registered career-themed courses.

Action Step 1

The guidance counselor will monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.

Person or Persons Responsible

Administration, Guidance Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Student Schedules

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

A lab schedule will be created by teachers in cooperation with the administration that will allow teachers to maximize computer lab usage as they work around school-wide testing times in order to better prepare them for industry certification exams.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Lab schedule

Plan to Monitor Effectiveness of G10.B1.S1

To check for effectiveness of lab schedules being adhered to, informal assessments and projects will be implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lab Schedules, Administrative Walk-throughs

G10.B2 Students who enroll in accelerated courses do not always have the prerequisites required for these courses.

G10.B2.S1 Make students aware of pre-requisites needed for accelerated CTE courses available.Counselor will screen students prior to enrollment.

Action Step 1

The school will have orientation meetings at the end of the school year to inform the incoming students and parents of available courses. The counselor will advise students academically.Students falling behind in accelerated courses will be recommended for tutoring,

Person or Persons Responsible

Administration, Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Counselor logs, agendas for meetings

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

Flyers will go out to students and parents with information about the school and course offerings.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Flyers

Plan to Monitor Effectiveness of G10.B2.S1

Have informational nights where the counselor can speak with the parents and students about course offerings and certifications available.

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Agendas

G10.B3 We have 210 students taking CTE exams but they may not be ready for certification exams.

G10.B3.S1 Teachers will develop a timeline for testing certification exams that will afford students more practice time.

Action Step 1

Lead teachers will meet with administration to discuss barriers on an ongoing basis. Tutorial sessions will be offered for additional practice.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Number of students passing Industry Certification Exams

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Lead teachers and administration will monitor progress through communications with academy teachers and monitor the readiness of students for Industry Certification Exams,

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students passing Industry Certification Exams.

Plan to Monitor Effectiveness of G10.B3.S1

Monitor percent of students passing CTE courses and Industry Certification Exams

Person or Persons Responsible

Counselor, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students passing CTE courses and Industry Certification Exams

G10.B4 We have 4 CTE program concentrators.

G10.B4.S1 Lead teachers and academy teachers will work to expand on their CTE training for more program concentrators.

Action Step 1

Lead teachers will develop a plan for teachers to attend available CTE training.

Person or Persons Responsible

Lead teachers, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of teachers holding industry certifications

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Lead teachers will report to adminsitration on the current status of CTE teachers aquiring industry certifications.

Person or Persons Responsible

Lead teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Number of teachers aquiring industry certifications

Plan to Monitor Effectiveness of G10.B4.S1

Advanced training resulting in CTE teachers becoming industry certified

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Number of teachers acquiring industry certifications

G10.B5 Only 2 teachers hold industry certifications.

G10.B5.S1 Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects.

Action Step 1

To increase effectiveness of instruction, CTE teachers will obtain industry certification.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Industry Certification

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Administrators monitor the fidelity of implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G10.B5.S1

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans, Walk-throughs

G11. Based on the 2013 US History EOC District Baseline assessment, the student proficiency level was 0%. Our goal for 2013-2014 is to increase student proficiency to 15% on the 2014 US History EOC indicating a increase of 15 percentage points.

G11.B1 Only 21% scored in the middle third on the US History EOC. Students have limited understanding and knowledge of the U.S. Constitution Students will participate in the research-based program, "We the People."

G11.B1.S1 Students will produce project-based activities and participate in peer reviews using class-developed rubrics.

Action Step 1

The teacher will place emphasis on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in mock Congressional hearings.

Person or Persons Responsible

Teachers, Dept. Chair, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formal and Informal Assessments, Projects, Persuasive Writing Essays

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

Review lesson plans for project based activities, monitor lesson plans on a weekly basis. The Emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in Congressional hearings

Person or Persons Responsible

Department Lead, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, student projects

Plan to Monitor Effectiveness of G11.B1.S1

Monitor the implementation and benchmark opportunities for data analysis. Additionally, persuasive writing will be scored by site generated rubric and effectiveness will be gauged by the number of students participating in and placement in District competitions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District competitions, lesson plans, administrative walk throughs

G11.B1.S2 Increase level of student questioning and provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons and other graphic representations.

Action Step 1

• The Emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in Congressional hearings • The assistant principal will monitor the implementation and benchmark opportunities for data analysis, Additionally, persuasive writing will be scored by site generated rubric and effectiveness will be gauged by the number of students participating in and placement in District competitions. • Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content. • Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance. • Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery

Person or Persons Responsible

Teachers, Dept. Chair, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Formal and Informal Assessments, Projects, Persuasive Writing Essays

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Plan for project based activities, monitor lesson plans on a weekly basis. The Emphasis will be on an in-depth understanding of democratic principles, opportunities to write to inform and to persuade, and to participate in Congressional hearings

> **Person or Persons Responsible**
>
> Department Lead
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Lesson plans, student projects

Plan to Monitor Effectiveness of G11.B1.S2

The assistant principal will monitor the implementation and benchmark opportunities for data analysis, Additionally, persuasive writing will be scored by site generated rubric and effectiveness will be gauged by the number of students participating in and placement in District competitions.

> **Person or Persons Responsible**
>
> Administration
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> District competitions, lesson plans, administrative walk throughs

G12. In 2012-2013 for the Early Warning Systems, 11% of students missed 10 percent of instructional time. For 2013-2014, our goal is to decrease students missing instructional time to 10% a decrease of 1 percentage point.

G12.B1 Parental lack of awareness about attendance affecting student academic achievement for those that miss 10% or more of instructional time.

G12.B1.S1 Implement an effective attendance program to include individual student incentives for maintaining perfect attendance, parental contact and home visits if necessary.

Action Step 1

Counselor will develop an attendance program with student incentives.

Person or Persons Responsible

Counselor, leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly leadership meetings, logs and attendance rosters

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

Leadership Team Administrators and counselor will monitor daily homeroom attendance logs and discuss school- wide incentives at weekly meetings.

Person or Persons Responsible

Leadership team, administrators, counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Attendance bulletin, homeroom attendance rosters and weekly file download including attendance both excused and unexcused.

Plan to Monitor Effectiveness of G12.B1.S1

Updates conducted by counselor during the weekly school leadership team meetings and monthly staff meetings.

Person or Persons Responsible

Counselor, Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

Weekly leadership meeting, logs and attendance rosters

G12.B2 We have 3% of students in Grade 9 that failed two or more courses.

G12.B2.S1 Provide pull-out tutorial sessions in content area instruction for students identified in the PMP's/RtI's during specified periods two to three times a week. Implement afterschool tutorial program utilizing appropriate supplemental materials including instructional strategies such as graphic organizers, FCAT 2.0 Task Cards, concept and design maps.

Action Step 1

In collaboration with the content area teacher, interventionist will assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of benchmarks.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Benchmark, teacher made and interim assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Grade level leads will monitor student progress through monthly PMP meetings. Instructional adjustments will be made based on individual student, class and grade level data results.

Person or Persons Responsible

Content area teachers, coaches, department leads

Target Dates or Schedule

On-going

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings, instruction will be modified as needed.Formative, Summative, teacher made and interim assessments.

Plan to Monitor Effectiveness of G12.B2.S1

Grade level leads will monitor student data and address the needs of each student. Disseminate the necessary information to all of the students' teachers to meet each failing student's needs.

Person or Persons Responsible

Grade level lead, teachers, coaches

Target Dates or Schedule

On-going

Evidence of Completion

Formative, Summative, Interim, and Teacher Made Assessments

G12.B3 We have 27% of 9th grade students with absences in the first 20 days.

G12.B3.S1 Implement an effective attendance program to include individual student incentives for maintaining perfect attendance, parental contact and home visits if necessary.

Action Step 1

Updates conducted by counselor during the weekly school leadership team meetings and monthly staff meetings.

Person or Persons Responsible

Counselor, Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Rosters

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Leadership team and counselor will monitor daily homeroom attendance logs and discuss 9th grade incentives at weekly meetings.

Person or Persons Responsible

Counselor, Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly leadership meetings, logs, and attendance rosters

Plan to Monitor Effectiveness of G12.B3.S1

Updates conducted by counselor during the weekly school leadership team meetings and monthly staff meetings

Person or Persons Responsible

Counselor, Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly leadership team meeting, logs, attendance rosters

G12.B4 We have 40 students with a GPA less than 2.0.

G12.B4.S1 Provide pull-out tutorial sessions in content area instruction for students identified as having a GPA less than 2.0. Implement afterschool tutorial program and homework help utilizing appropriate supplemental materials including instructional strategies such as graphic organizers, FCAT 2.0 task cards, conecept and design maps.

Action Step 1

In collaboration with the content area teacher, interventionist will assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of the benchmarks.

Person or Persons Responsible

Teachers, coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Benchmark, teacher made and interim assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Grade level leads will monitor stuent progress through monthly PMP meetings. Instructional adjustments will be made based on individual student, class and grade level student data results.

Person or Persons Responsible

Content area teachers, Coaches, department leads

Target Dates or Schedule

On-going

Evidence of Completion

Monthly assessment data reports will be reviewed during department meetings, instruction will be modified as needed. Formative, Summative, teacher made and interim assessments

Plan to Monitor Effectiveness of G12.B4.S1

Grade level leads will monitor student data and address the needs of each student. Disseminate the necessary information to all of the students' teachers to meet each students' needs.

Person or Persons Responsible

grade level lead, teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative, Summative, teacher made and interim assessments

G12.B5 We have had 8% of students with referrals.

G12.B5.S1 Teachers will deter behavior issues through the use of PARR, Participation, Attitude, Respect and Responsibility behavior program.

Action Step 1

Information on PARR is included in all student, parent and faculty handbooks. Teachers and students are also advised as to steps and procedures for behavior management.

Person or Persons Responsible

Teachers, Students, Parents, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Behavior Notification Forms, Dress Code Violations, Detentions, Management Referrals

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Written documentation of warnings, infractions, dress code violations and steps taken.

Person or Persons Responsible

Teachers, Dean, Administration

Target Dates or Schedule

On-going

Evidence of Completion

All written referrals and notifications

Plan to Monitor Effectiveness of G12.B5.S1

Following the FCIM model, referral data will be reviewed and adjustment to the behavior plan will be made as needed.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

On-going

Evidence of Completion

Written notifications, behavior notices, referrals

G13. Our goal is for 100% of the students to graduate in 2015.

G13.B1 At-risk of dropping out students may not be familiar with the resources for students to meet graduation requirements

G13.B1.S1 Provide students with graduation requirements.

Action Step 1

Counselor will monitor enrollment, and track at-risk students and provide them with information on graduation requirements.

Person or Persons Responsible

Counselor, administration

Target Dates or Schedule

Monthly

Evidence of Completion

enrollment logs, GPA reports, missing course reports

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

counseling sessions, parent sessions, class presentations on graduation requirements

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

counseling logs, parent contact logs

Plan to Monitor Effectiveness of G13.B1.S1

Review retention lists, enrollment, graduation status of all students

Person or Persons Responsible

counselor, administration

Target Dates or Schedule

Monthly

Evidence of Completion

report cards, attendance logs, GPA list, missing course report, potential failure report

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

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. On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.

G1.B1 27% of Blacks, 48% of Hispanics, 71% of Whites, and 46% of Economically Disadvantaged did not make AMO in Reading. Two areas contributing to reading deficiencies were Reporting Category 1-Vocabulary and Reporting Category 2-Reading Application.

G1.B1.S1 Provide students with opportunities to use text marking strategies (i.e., marginal notes, and selective highlighting) to determine causal relationships.

PD Opportunity 1

Teachers will have students practice reducing textual information to key points so that comparisons can be made across texts; students will 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.

Facilitator

Melissa Prado Aguilar

Participants

Reading/Content Area teachers

Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly benchmark assessments. Additionally, students will be assessed through interim and teacher made assessments.

Evidence of Completion

Student Work, Portfolios

G1.B4 24% of our students scored at FCAT level 3 in Reading. The specific area of concern was Reporting Category 1-Vocabulary.

G1.B4.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

PD Opportunity 1

Teachers will provide instruction in different levels of content-specific words (shades of meaning), differences in meaning due to context; engage students in affix or root word activities and in reading from a wide variety of texts.

Facilitator

Amber Graham

Participants

Reading/Language Arts Teachers

Target Dates or Schedule

Students will be assessed through monthly benchmark assessments as well as three times a year through district interim assessments.

Evidence of Completion

Student work, vocabulary quizzes and tests. Journals, data chats and charts

G3. On the 2013 FCAT Writing, the student proficiency level was at 61%. Our goal is to increase the student proficiency level to 65% on the 2014 Writing FCAT 2.0. indicating an increase of 4 percentage points.

G3.B1 61% of our students scored a 3.5 or above on the FCAT Writing Test. Elaboration/Support and Conventions is the weakest area in the Writing components.

G3.B1.S1 Provide instruction in writing as a process from planning through publishing with creative writing assignments and prompted essays.

PD Opportunity 1

Teachers will assist students in developing a Writer's Notebook, Journal and/or Portfolio which contains brainstorming strategies: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.

Facilitator

Susan Black

Participants

Writing and Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals and portfolios, and Writing Assessments, posted student work, lesson plans

G8. On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC, students at Level 3 have difficulties in all reporting categories: Molecular and Cellular Biology, Classification, Heredity and Evolution, and Organisms, Population and Ecosystems.

G8.B1.S1 Students need to be exposed to rigorous activities, high order questioning strategies to increase their conceptual understanding, as well as with the opportunity to design experiments using the process of science.

PD Opportunity 1

Teachers will have students present their work through lab reports, with strong evidence-supported conclusions, as well as PowerPoint presentations, and/or classroom discussions. Teachers will guide students through the writing process, until they become independent.

Facilitator

Allison Walker

Participants

Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports, Power Points, Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.	$4,840
G4.	On the 2013 FCAT Mathematics target courses, the student proficiency level was at 49%. Our goal is to increase student proficiency level to 54% on the 2014 FCAT Mathematics target courses by 5 percentage points.	$24,397
G8.	On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.	$5,000
	Total	$34,237

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Evidence-Based Materials	Personnel
Total	$34,237	$4,000	$1,000	$29,237
Title 1	$4,000	$33,237	$29,237	
EESAC	$1,000	$1,000		

Budget Details

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

G1. On the 2013 FCAT Reading, the student proficiency level was at 49%. Our goal is to increase the student proficiency level to 54% on the 2014 FCAT Reading indicating an increase of 5 percentage points.

G1.B7 57% of our students scored in the lowest 25% for learning gains. The specific area of concern was Reporting Category 2- Reading Application.

G1.B7.S1 Provide pull-out tutorial sessions in reading instruction addressing reading application skills for students identified in the lowest 25th percentile during specified periods two to three times a week.

Action Step 1

The reading interventionist will, in collaboration with Intensive Reading Teacher, assist in implementing appropriate strategies and monitor student progress through weekly benchmark checks that assess their understanding of literary analysis in both fiction and nonfiction text.

Resource Type

Personnel

Resource

Tutoring

Funding Source

Title 1

Amount Needed

$4,840

G4. On the 2013 FCAT Mathematics target courses, the student proficiency level was at 49%. Our goal is to increase student proficiency level to 54% on the 2014 FCAT Mathematics target courses by 5 percentage points.

G4.B6 50% of the students in the lowest 25% made learning gains. Students lack basic skills and depend on the calculator for basic math facts.

G4.B6.S1 Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal).

Action Step 1

The teacher will: 1. Review stations before chapter testing, 2. After school math help 3. Bell work and classroom review centers will focus on making connections between the standard algorithm and real-world problem solving for algebraic proportions.

Resource Type

Personnel

Resource

Coach

Funding Source

Title 1

Amount Needed

$24,397

G8. On the 2013 Biology EOC Test, the student proficiency level was at 53%.Our goal is to increase the student proficiency level to 57% on the 2014 Biology EOC Test indicating an increase of 4 percentage points.

G8.B1 According to the results of the 2013 Biology EOC, students at Level 3 have difficulties in all reporting categories: Molecular and Cellular Biology, Classification, Heredity and Evolution, and Organisms, Population and Ecosystems.

G8.B1.S1 Students need to be exposed to rigorous activities, high order questioning strategies to increase their conceptual understanding, as well as with the opportunity to design experiments using the process of science.

Action Step 1

Teachers will have students present their work through lab reports, with strong evidence-supported conclusions, as well as PowerPoint presentations, and/or classroom discussions. Teachers will guide students through the writing process, until they become independent.

Resource Type

Evidence-Based Program

Resource

Lab Supplies

Funding Source

Title 1

Amount Needed

$4,000

G8.B2 Data from the 2013 Biology EOC indicates that 13% of our students of our students scored at a Level 4 or above. These students still require specific instruction in Molecular and Cellular Biology, Classification, Heredity and Evolution, as well as Organisms, Population and Ecosystems.

G8.B2.S1 Use instructional technology to enhance and remediate students' conceptual understanding of topics being addressed and benchmarks being covered.

Action Step 1

The Biology teachers will promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed. After participating on hands-on and technology opportunities students will be required to write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards. This strategy will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Resource Type

Evidence-Based Materials

Resource

Lab Activities

Funding Source

EESAC

Amount Needed

$1,000