2013-2014 SCHOOL IMPROVEMENT PLAN

Arthur And Polly Mays Conservatory Of The Arts

11700 SW 216TH ST

Goulds, FL 33170

305-233-2300

http://apmays.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	89%

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

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	A	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
Arthur And Polly Mays Conservatory Of The Art

Principal
Martin Reid

School Advisory Council chair
Nancy Howard

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

Name	Title
Janice Farrell	Assistant Principal
Emmanuela Voltaire	Reading Coach
Kirk David	Math Department Chair Middle
Maria Colli	Math Department Chair HS
Judith Yanowitz	Media Specialist
Khyanne Green	Science Department Chair HS
Shearlyn Jacobs	Science Department Chair Middle
Carlene Cargill	Language Arts Department Chair HS
Renee Gregory	Language Arts Department Chair Middle
Nancy Howard	Social Studies Department Chair
Mary Ceschin	ELL Department Chair
Claudia Arguello	SPED Department Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

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

Membership of the SAC

Principal 1,Teachers 5, Educational support 1, Parents 6, Students 3, Alternate teacher 1, Alternate parent 1,
Alternate students 1, Alternate Educational support, Business Community member 1

Involvement of the SAC in the development of the SIP

The SAC committee meets specifically to develop and monitor the diverse strategies and procedures for preparation and implementation of the School improvement Plan.The district and State testing data is presented and analyzed in the SAC meetings This information is evaluated by the SAC members, the leadership team, students and interested members of the community.

Activities of the SAC for the upcoming school year

The activities of the SAC committee include fostering an environment of professional collaboration among all educational stakeholders. SAC will meet regularly to discuss and develop specific recommendations concerning school issues,the use of SAC funds and the School Improvement Plan.

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

Sac funds will be used to purchase books for the media center and awards for students. Each project significantly benefits all students.The allocation for EESAC is $ 2573.00. The funds will be distributed evenly.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Parent participation will be solicited at the next PTSA meeting in order to comply with the requirements.

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Martin Reid		
Principal	Years as Administrator: 16	Years at Current School: 4

Credentials	Elementary Education Educational Leadership
Performance Record	2013 – School Grade A Rdg. Proficiency, 48% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 73 points Rdg. AMO 48% Math AMO 48% 2012 – School Grade D Rdg. Proficiency, 29% Math Proficiency, 34% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 60 points Rdg. AMO 39% Math AMO 40% 11 10 09 School Grade C C F High Standards Rdg. 47 46 24 High Standards Math 45 51 54 Lrng Gains-Rdg. 64 56 40 Lrng Gains-Math 59 72 66 Gains-Rdg-25% 75 53 47 Gains-Math-25% 62 75 65

Janice Farrell		
Asst Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Social Science 6-12, Middle Grade Mathematics Middle Grade Science Educational Leadership	
Performance Record	2013 – School Grade A Rdg. Proficiency, 48% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 73 points Rdg. AMO 48% Math AMO 48% 2012 – School Grade D Rdg. Proficiency, 29% Math Proficiency, 34% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 60 points Rdg. AMO 39% Math AMO 40% 11 10 09 School Grade C C C High Standards Rdg. 47 46 47 High Standards Math 45 5145 Lrng Gains-Rdg. 64 56 40 Lrng Gains-Math 59 72 68 Gains-Rdg-25% 75 53 67 Gains-Math-25% 62 75 65	

Robert Morales		
Asst Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Physical Education K-12 Educational Leadership
Performance Record	2013 – School Grade A Rdg. Proficiency, 48% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 73 points Rdg. AMO 48% Math AMO 48% 2012 – School Grade D Rdg. Proficiency, 29% Math Proficiency, 34% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 60 points Rdg. AMO 39% Math AMO 40% 11 10 09 School Grade C C C High Standards Rdg. 47 46 47 High Standards Math 45 51 45 Lrng Gains-Rdg. 64 56 40 Lrng Gains-Math 59 72 68 Gains-Rdg-25% 75 53 67 Gains-Math-25% 62 75 61

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Emmanuela Voltaire		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	English, Reading Endorsed , Human Resource Development	
Performance Record	2013 – School Grade A Rdg. Proficiency, 48% Math Proficiency, 48% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 73 points Rdg. AMO 48% Math AMO 48% 2012 – School Grade D Rdg. Proficiency, 29% Math Proficiency, 34% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 25% - 60 points Rdg. AMO 39% Math AMO 40% 11 10 09 School Grade C C C High Standards Rdg. 47 46 47 High Standards Math 45 5145 Lrng Gains-Rdg. 64 56 68 Lrng Gains-Math 59 72 67 Gains-Rdg-25% 75 53 81 Gains-Math-25% 62 75 63	

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
38, 100%

 # Highly Qualified Teachers
58%

 # certified in-field

36, 95%

 # ESOL endorsed

6, 16%

 # reading endorsed

7, 18%

 # with advanced degrees

15, 39%

 # National Board Certified

3, 8%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

1, 3%

 # with 6-14 years of experience

19, 50%

 # with 15 or more years of experience

18, 47%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

Lesson Study, the Mentor Program and Teacher of the Month program will be used to recruit and retain Highly Qualified teachers. The Principal, Assistant Principals and Leadership Staff will be responsible to ensure implementation.

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

Mays Conservatory presently does not have any new teachers. Nationally Board trained teacher, Ms. Howard, is available to mentor new teachers if needed. Ms. Howard will follow the districts Mentor/ Mentee program and activities.

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

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

Principal and Assistant Principal of Curriculum: The principal and assistant principal for curriculum provide a common vision for the use of data-based decision-making, ensures that the school-based team is
implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Select General Education Teachers: (School Psychologist, MTSS coordinators, Mathematics department

chairperson, Science department chairperson, Social Studies department chairperson and the Language Arts department chairperson) Provide information about core instruction, participate in student data collection, intervention, collaborate with other staff to implement intervention activities.
Exceptional Student Education (SPED) Teachers: (SPED department chairperson) Participates in student data
collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as collaboration and consultation.
Instructional Coach(es) Reading: (Reading coach) Provides guidance on K-12 reading plan; develops, leads,
and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
Student Services Personnel: (The Guidance Counselor and School Psychologist), provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Media Services: The Media Specialist, implements the technology necessary to manage and display data;
provides professional development and technical support to teachers and staff regarding data management
and display.

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

The following will be implemented to monitor fidelity:
1.The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2.The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3.The Leadership Team will provide levels of support and interventions to students based on data.
4.The Leadership team will consider data the end of year Tier 1 problem solving

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

1. 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
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Reading Plus and Progress Reports
• Interim assessments

- State/Local Math and Science assessments
- FCAT Explorer
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month

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

Professional development will be provided during early release days and small sessions will occur throughout
the year. Teachers will also be sent to Professional Development workshops provided by the District. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a
MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade,and school.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from
the individual student level up to the school level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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: Weekend Program

Minutes added to school year: 1,800

Saturday Academy will be implemented for all students to assist in remediation and/or enrichment activities in the Core Academic Subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Attendance rosters, monthly assessments, interim assessments, as well as summative, EOC and FCAT data will be used to asses the effectiveness.

Who is responsible for monitoring implementation of this strategy?

The Principal, Assistant Principal and school based leadership team will responsible for the implementation and monitoring for the Saturday Academy program.

Literacy Leadership Team (LLT)

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

Name	Title
Martin Reid	Principal
Janice Farrell	Assistant Principal
Emmanuela Voltaire	Reading Coach
Carlene Cargill	Language Arts Department Chair
Renee Gregory	Language Arts Department Chair
Kirk David	Mathematics Department Chair
Judith Yanowitz	Media specialist
Claudia Arguello	SPED Department Chair
Nancy Howard	Social Studies Department Chair
Khyanne green	Science Department Chair
Mary Ceschin	ELL Department Chair

How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis in order to promote and nurture a positive culture of reading and literacy throughout the school. The Literacy Leadership Team will be dedicated to exploring ways of continuously increasing student achievement in the area of reading by monitoring and making the necessary adjustments to the various reading initiatives being implemented at the school, Reading Plus labs, Compass Learning labs, books on tapes, and small reading groups. The Leadership Team
will establish and communicate high expectations for all staff related to student achievement. The team will

develop, implement and maintain a problem-solving system using the Florida Continuous Improvement Model (FCIM) that will allow our school, teachers and students to attain higher levels of excellence. In addition the team will review and analyze data in order to drive instruction and make instructional decisions.

This information will also be utilized to identify professional development needs and allocate necessary resources. The team will collaborate regularly, problem-solve, share effective practices, evaluate implementation of programs, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, and making decisions in terms of instruction.

Major initiatives of the LLT

The team will focus on data analysis and interpretation of the Baseline, Interim and Mini Assessments to determine the strengths and weaknesses of the students for remediation.

The Reading Coach will conduct professional development for the team on various reading strategies, ie, reciprocal teaching, WIN Strategies, Close Reading, explicit instruction, and reading in the content area as

aligned with Comprehensive Research-Based Reading Plan (CRRP). The team will closely monitor and assist

in the implementation of the Reading Interventions.

The team will establish a Model Reading Classroom to support the teachers in incorporating Reading into

their lessons. The team will assist with the implementation of the Accelerated Reader program and integrate

literacy through technology.

Every Teacher Contributes to Reading Instruction

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

Our school ensures every teacher contributes to the reading improvement of every student by having the teachers implement school wide before, during and after reading strategies in their daily instruction. The Reading Coach also provides further training on reading strategies, as needed, to strengthen teachers' reading instruction. Further, the literacy leadership team is made up of teachers across the curriculum that help promote literacy. All teachers have classroom libraries that have a variety of genres, reading levels and interests for the students to read. Teachers also motivate students to read through programs like Accelerated Reader and Reading +.

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 which integrate interesting content generally thought of as

supplemental with content reporting categories benchmarks assessed on the state exam. Students in broadcasting and creative writing courses apply the content learned in their language arts classes.

The 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

Comprehensive Math Plan of Miami Dade County Public Schools, every student will be equipped 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 IFC,
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.

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

Mays Conservatory's current design as a magnet school takes into account the individual interests of
students. This serves as the foundation for the framework of the magnet strands. The core classes are now
also organized by magnet strand which will further personalize the learning experience through project-based
learning activities which are cross curricular. The student services department will also conduct articulation
seminars for each grade level. These seminars highlight requirements for high school graduation,
career/college planning decisions, and subject selection.

Strategies for improving student readiness for the public postsecondary level

The following are strategies that will be utilized for the 2013-2014 school year:
Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth
grade student who might be interested in taking the PSAT.
Arranging for all eleventh grade students are to take the SAT/ACT
Enrolling the majority of the eleventh grade students in college summit course as an elective.
A College Advisor will spend time with all students on college planning—individually, through
the use of career fairs, and grade level meetings, as well as provide students with a financial aid
workshop.

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	44%	48%	Yes	49%
American Indian				
Asian				
Black/African American	35%	44%	Yes	41%
Hispanic	49%	51%	Yes	53%
White		23%		
English language learners	18%	27%	Yes	25%
Students with disabilities	25%	23%	No	32%
Economically disadvantaged	41%	46%	Yes	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	26%	30%
Students scoring at or above Achievement Level 4	82	23%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

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)	14	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	42%	48%

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	49	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	48%	Yes	50%
American Indian		0%		
Asian		0%		
Black/African American	35%	42%	Yes	41%
Hispanic	55%	54%	No	59%
White		30%		
English language learners		32%		
Students with disabilities	33%	30%	No	39%
Economically disadvantaged	45%	47%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	20%	25%
Students scoring at or above Achievement Level 4	30	14%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	48%	Yes	50%
American Indian		0%		
Asian		0%		
Black/African American	35%	42%	Yes	41%
Hispanic	55%	54%	No	59%
White		30%		
English language learners		32%		
Students with disabilities	33%	30%	No	39%
Economically disadvantaged	45%	47%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		60%	64%
Students in lowest 25% making learning gains (EOC)		73%	76%

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.		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	59%	62%
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	37	48%	51%
Students scoring at or above Achievement Level 4	11	14%	15%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	19%	24%
Students scoring at or above Achievement Level 4	18	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	61%	62%
Students scoring at or above Achievement Level 4	20	24%	25%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	470	90%	91%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	50	6%	7%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	1%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	1%
CTE teachers holding appropriate industry certifications	1	2%	3%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	79	21%	20%
Students who fail a mathematics course	36	17%	16%
Students who fail an English Language Arts course	5	2%	1%
Students who fail two or more courses in any subject	18	9%	8%
Students who receive two or more behavior referrals	102	27%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	68	18%	17%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	79	21%	20%
Students in ninth grade with one or more absences within the first 20 days	10	3%	2%
Students in ninth grade who fail two or more courses in any subject	10	13%	12%
Students with grade point average less than 2.0	33	21%	20%
Students who fail to progress on-time to tenth grade	2	3%	2%
Students who receive two or more behavior referrals	102	27%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	68	18%	17%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title I 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. The results of the 2012-2013 FCAT 2.0 Reading test revealed that 48% of the students scored a level 3 and above in reading. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 1 percentage point to 49 %.

G2. An analysis of the 2012-2013 grade 8 FCAT 2.0 Writing scores revealed that 51% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 51% to 56%.

G3. An analysis of the 2012-2013 grade 10 FCAT 2.0 Writing scores revealed that 62% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 62% to 66%.

G4. The 2013 FCAT 2.0 Mathematics and EOC results showed that 48% of our students scored at Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics/ EOC is to increase students scoring at Level 3 or above by 2 percentage points to 50%.

G5. For the 2012-2013 school year 44 students were enrolled in Math acceleration courses. For the 2013-2014 school year, our goal is to increase that enrollment by 2%.

G6. The results of the 2012-2013 Geometry EOC indicate that 62% achieved proficiency on the Geometry EOC exam.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage point to 66%.

G7. The results of the 2012-2013 Algebra EOC indicate that 64% were proficient on the Algebra EOC assessment.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 68%.

G8. The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .

G9. The results of the 2013 Biology EOC exam indicate that 85% of students achieved level 3 and above in biology. Our overall goal for the 2014 Biology EOC is to increase proficiency by 1 percentage point to 86%.

G10. The school for the 2012-2013 school year had one STEM related activity with 85% of students participating. The goal for the 2013-2014 school year is to increase student participation in STEM related experiences.

G11. The overall goal is to increase the number of students participating in Career and Professional Education(CAPE).

G12. Our goal is to increase the number of students scoring 70 % proficient on the Civics 2013-2014 EOC.

G13. According to 2012-2013 U.S. History EOC data, 47% of the students scored in the upper and middle third level. Our goal in the 2013-2014 school year is to increase the number of students scoring in the middle and upper third of the U.S. History EOC.

G14. Our goal for the 2013-2014 school year is to increase the effectiveness of identification of students at risk so that appropriate interventions can be implemented .

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading test revealed that 48% of the students scored a level 3 and above in reading. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 1 percentage point to 49 %.

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

Resources Available to Support the Goal
- Common Planning

- Technology- FCAT Explorer, Florida Focus Achieves, Voyager, Jamestown Reading Navigator, Accelerated Reader

- Reading Response Journal

- Reading Coach

- Professional Development

Targeted Barriers to Achieving the Goal
- The SWD students need to show an increase in Reading proficiency from 23% to 32%. The area of deficiency for the SWD as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

- Students who scored a level 3 on the FCAT 2.0 need to show an increase in Reading proficiency from 26% to 30%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

- Students who scored a level 4 or 5 on the FCAT 2.0 need to show an increase in Reading proficiency from 23% to 25%.The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to the students' limited practice in determining the main idea, drawing conclusion, identifying cause and effect relationships in text and making inferences.

- Students who made learning gains on the FCAT 2.0 need to show an increase in Reading proficiency from 66% to 69%.The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to the students' limited practice in determining the main idea, drawing conclusion, identifying cause and effect relationships in text and making inferences.

- Students in the lowest 25% need to show an increase in Reading proficiency from 69% to 72%.The area of deficiency for students in lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

- In the reading portion of the CELLA test, students need to show an increase of 6% from 42% to 48%. However, Ell students show a variety of fundamental challenges due to limited vocabulary at grade level.

- In the writing portion of the CELLA test, students need to show an increase of 6% from 42% to 48%. However, students have limited academic English vocabulary and opportunities to write outside of the classroom.

- In the speaking/listening portion of the CELLA test, students need to show an increase of 4% from 56% to 60%. However, students have limited opportunities to listen and speak academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Following the FCIM, instruction will be adjusted as needed based on the interim data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim Summative Assessment: 2014 FCAT 2.0 Reading and CELLA 2014 results.

G2. An analysis of the 2012-2013 grade 8 FCAT 2.0 Writing scores revealed that 51% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 51% to 56%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Exemplar Papers
- Reading Coach
- New Writing Standards

Targeted Barriers to Achieving the Goal
- The level 3.5 and above students need to show an increase in Writing Proficiency from 51% to 56%. The area of deficiency for the level 3.5 and above students on the 2013 FCAT 2.0 Writing administration was Writing Application as a result of limited practice in presenting detailed evidence, examples and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Analyze writing data to determine areas of support needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring – Formative Assessments-Baseline, Mid-year, monthly prompts, portfolios, and journals Summative Assessment: 2014 FCAT 2.0 Writing Results

G3. An analysis of the 2012-2013 grade 10 FCAT 2.0 Writing scores revealed that 62% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 62% to 66%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Exemplar Papers

- Reading Coach

- New Writing Standards

Targeted Barriers to Achieving the Goal

- The level 3.5 and above students need to show an increase in Writing Proficiency from 62% to 66%. The area of deficiency for the level 3.5 and above students on the 2013 FCAT 2.0 Writing administration was Writing Application due to limited practice in establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.

Plan to Monitor Progress Toward the Goal

Implementation will be monitored through walk-through by department chairs, reading coach, assistant principal and principal.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring – Formative Assessments-Baseline, Mid-year, monthly prompts, portfolios, and journals Summative Assessment: 2014 FCAT 2.0 Writing Results

G4. The 2013 FCAT 2.0 Mathematics and EOC results showed that 48% of our students scored at Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics/ EOC is to increase students scoring at Level 3 or above by 2 percentage points to 50%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA)

Resources Available to Support the Goal

- Interactive note books, Khan Academy, Edgenunity, Intervention, After-school Tutoring, FCAT Explorer, Explore learning (Gizmos), Florida Focus Achieves.

Targeted Barriers to Achieving the Goal

- The 2013 FCAT 2.0 Mathematics Test indicate students in the Hispanic subgroup did not meet their AMO goal. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points from from 54% to 59%.

- The 2013 FCAT 2.0 Mathematics Test indicate students in the SWD subgroup did not meet their AMO goal. Our goal for the 2013-2014 school year is to increase proficiency by 9 percentage points from 30% to 39%.

- On the 2012-2013 FCAT Mathematics assessment 20% of students scored at level 3. Our goal is to increase level 3 proficiency by 5 percentage points, from 20% to 25%. Grade 6 students had limited understanding in the reporting category of geometry and measurement • Grade 7 students showed a deficiency in statistics and probability • Grade 8 students displayed deficiency in number operations, problems and statistics.

- On the 2012-2013 FCAT Mathematics assessment 14% of students scored at level 4 or above. Our goal is to increase proficiency of level 4 or above students by 2 percentage points, from 14% to 16%.

- On the 2012-2013 FCAT Mathematics assessment, 60% of students showed Learning Gains in Mathematics. Our goal is to increase by 4 percentage points, from 60% to 64%.

- On the 2012-2013 FCAT Mathematics assessment, students in the lowest 25% displayed learning gains of 73%. Our goal is to increase by 3 percentage points, from 73% to 76%.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0

G5. For the 2012-2013 school year 44 students were enrolled in Math acceleration courses. For the 2013-2014 school year, our goal is to increase that enrollment by 2%.

Targets Supported
- Math (Middle School Acceleration)

Resources Available to Support the Goal
- Interactive note books, Edgenuity,Explore Learning (Gizmos), FCAT Explorer, Florida Focus Achieves, Intervention, After-school Tutoring.

Targeted Barriers to Achieving the Goal
- Maintain the number of students participating in EOC assessments.

- Maintain the percentage of students scoring proficiency on the EOC assessments.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from interim and FCAT 2.0

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 EOC.

G6. The results of the 2012-2013 Geometry EOC indicate that 62% achieved proficiency on the Geometry EOC exam.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage point to 66%.

Targets Supported
- Math (Elementary and Middle School, High School)

- Geometry EOC

Resources Available to Support the Goal
- Interactive notebooks, Technology, Intervention, After-School Tutoring, Edgenuity, Florida Focus Achieves, Explore Learning (Gizmos), FCAT Explorer.

Targeted Barriers to Achieving the Goal
- The results of the 2012-2013 Geometry EOC indicate that 48% achieved Level 3 on the Geometry EOC exam. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 3 percentage point to 51%. Geometry students showed limited knowledge on Trigonometry and Discrete Mathematics.

- The results of the 2012-2013 Geometry EOC indicate that 14% achieved Levels 4 or 5 on the Geometry EOC exam. Our goal for the 2013-2014 school year is to increase Levels 4 or 5 student proficiency by 1 percentage point to 15%. Geometry students showed limited knowledge on Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from interim and FCAT 2.0

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Assessments, EOC

G7. The results of the 2012-2013 Algebra EOC indicate that 64% were proficient on the Algebra EOC assessment.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 68%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Interactive note books, Khan Academy, Edgenuity, FCAT Explorer, Explore Learning (Gizmos), Florida Focus Achieves, Intervention, After-School Tutoring.

Targeted Barriers to Achieving the Goal
- The results of the 2013 Algebra EOC indicate that 59% achieved Level 3 on the Algebra EOC exam.Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 3 percentage points to 62%. On the analysis of the 2013 EOC assessment, Algebra 1 students showed limited knowledge on polynomials.

- The results of the 2013 Algebra EOC indicate that 5% achieved Levels 4 or 5 on the Algebra EOC exam.Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 6%. On the analysis of the 2013 EOC assessment, Algebra 1 students showed limited knowledge on Polynomials.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from interim and EOC assessments.

Person or Persons Responsible
MTSS/RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments: District Interim Assessments Summative Assessments: Results for the 2014 EOC.

G8. The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Science Interactive notebooks

- Use of technology, incorporating STEM

Targeted Barriers to Achieving the Goal
- 32% of students' scoring proficient at level 3 are having difficulty organizing thoughts with Nature of Science.

- 13% of the students' scoring proficient at level 4 and above, need additional resources in Nature of Science.

Plan to Monitor Progress Toward the Goal

Monitoring the use of educational technology Data analysis of monthly assesments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly monitoring of formative assessments and teacher observations.

Evidence of Completion:
Students' portfolios Students' projects Formative assessments

G9. The results of the 2013 Biology EOC exam indicate that 85% of students achieved level 3 and above in biology. Our overall goal for the 2014 Biology EOC is to increase proficiency by 1 percentage point to 86%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Biology Interactive notebook

- Biology EOC benchmark review using Edgenuity

- Khan Academy

Targeted Barriers to Achieving the Goal
- Results of the 2013 Biology EOC indicate that 61% of the students scored proficiency of level 3. Our area of greatest need is Classification, Heredity and Evolution.

- Results of the 2013 Biology EOC indicate that 24% of the students scored proficiency of level 4-5. Our area of greatest need is Classification, Heredity and Evolution.

Plan to Monitor Progress Toward the Goal

Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Teacher-made assessments District interim assessments Data reports Summative: Results from 2014 Biology EOC

G10. The school for the 2012-2013 school year had one STEM related activity with 85% of students participating. The goal for the 2013-2014 school year is to increase student participation in STEM related experiences.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- South Florida Regional Science Fair, Participation in Fairchild Challenge, Sound Engineering Course

Targeted Barriers to Achieving the Goal
- Increase the number of students participating in STEM related events.

- Increase the number of students participating in CTE- STEM concentrators

Plan to Monitor Progress Toward the Goal

Science Fair Project Incremental Progression and completion data and entrance applications to the South Regional Science Fair

Person or Persons Responsible
Principal Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Science Fair Incremental Grades Science Fair Final Grades Applications to the South Regional Science Fair

G11. The overall goal is to increase the number of students participating in Career and Professional Education(CAPE).

Targets Supported

- CTE

Resources Available to Support the Goal

- Career and Professional Education(CAPE), Business Education Courses

Targeted Barriers to Achieving the Goal

- The school has a limited number of CTE Course offerings. The goal is to increase the number of students enrolled in the CTE courses.

Plan to Monitor Progress Toward the Goal

Monitor CAPE Academy Plan

Person or Persons Responsible
Principal Assistant Principal

Target Dates or Schedule:
October 2014

Evidence of Completion:
CAPE Academy confirmation and enrollment date.

G12. Our goal is to increase the number of students scoring 70 % proficient on the Civics 2013-2014 EOC.

Targets Supported

- Social Studies

- Civics EOC

Resources Available to Support the Goal

- Document Based Questioning

Targeted Barriers to Achieving the Goal

- Limited practice with primary and secondary documents.

Plan to Monitor Progress Toward the Goal

District Benchmark interim results

Person or Persons Responsible
Administrator

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments Pre/Post Tests and EOC.

G13. According to 2012-2013 U.S. History EOC data, 47% of the students scored in the upper and middle third level. Our goal in the 2013-2014 school year is to increase the number of students scoring in the middle and upper third of the U.S. History EOC.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- District lesson plans, and pacing guide. The use of document based questioning.

Targeted Barriers to Achieving the Goal
- On the 2012-2013 US History EOC, 30% of the middle third of students had limited background knowledge, as well as limited experience with primary and secondary source documents.

- On the 2012-2013 US History EOC, 18% of the upper third of students had limited background knowledge, as well as limited experience with primary and secondary source documents.

Plan to Monitor Progress Toward the Goal

Analysis of Interim Assessment

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessment Interim and Summative U.S. History EOC

G14. Our goal for the 2013-2014 school year is to increase the effectiveness of identification of students at risk so that appropriate interventions can be implemented .

Targets Supported

- EWS - Middle School

- EWS - High School

Resources Available to Support the Goal

- Enrolling or informing students in/about available resources such as tutoring, Recovery courses, Adult education and Virtual School to assist in completing course requirements. Peer Mediation Fresh Start Attendance Program

Targeted Barriers to Achieving the Goal

- In the 2012 -2013 school year 9% of middle school students manifested difficulties in academic courses.In the 2012 -2013 school year 13% of ninth grade students manifested difficulties in academic courses.The goal for the 2013-2014 school year is to reduce the percentage of middle school students and ninth grade students manifesting difficulties by one percentage point.

- In the 2012 -2013 school year 27% of students received two or more behavioral referrals. The goal for the 2013-2014 school year is to reduce the percent of students receiving two or more behavioral referrals by one percentage point.

- In the 2012 -2013 school year 21% of students missed 10 percent or more available instructional time.The goal for the 2013-2014 school year is to reduce the percentage of students missing 10 percent or more available instructional time by one percentage point.

Plan to Monitor Progress Toward the Goal

Review Conference Records, Students Nine Week grade reports, Student Case Management reports and Attendance records.

Person or Persons Responsible

Principal , Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student Case Management record, Grade reports, Attendance records

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading test revealed that 48% of the students scored a level 3 and above in reading. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 1 percentage point to 49 %.

G1.B1 The SWD students need to show an increase in Reading proficiency from 23% to 32%. The area of deficiency for the SWD as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

G1.B1.S1 Students will have opportunities to identify advanced word/phrase relationships and their meanings while reading.

Action Step 1

Teachers will incorporate multiple vocabulary strategies such as word array, interactive word wall, personal dictionaries and engage in affix or root word activities, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student samples and mini assessments

Action Step 2

Teachers will provide students with the opportunity to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student samples and mini assessments

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

Observation, classroom walkthrough

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

Plan to Monitor Effectiveness of G1.B1.S1

Instruction will be adjusted as needed based on the interim data.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

G1.B2 Students who scored a level 3 on the FCAT 2.0 need to show an increase in Reading proficiency from 26% to 30%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

G1.B2.S1 Students will have opportunities to identify advanced word/phrase relationships and their meanings while reading.

Action Step 1

Teachers will incorporate multiple vocabulary strategies such as word array, interactive word wall, personal dictionaries and engage in affix or root word activities, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student samples and interim assessments

Action Step 2

Teachers will provide students with the opportunity to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.The Media center using EESAC funds of 1286.50 will purchase books for the students to practice their vocabulary acquisition skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student samples and interim assessments

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

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

Plan to Monitor Effectiveness of G1.B2.S1

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administrators, Reading Coach, LLT, Language Arts Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

G1.B3 Students who scored a level 4 or 5 on the FCAT 2.0 need to show an increase in Reading proficiency from 23% to 25%.The area of deficiency for students scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to the students' limited practice in determining the main idea, drawing conclusion, identifying cause and effect relationships in text and making inferences.

G1.B3.S1 Students will have more exposure to higher level questioning and will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Teachers will also expose students to Document Based Question which focuses on critical thinking skills by asking students to make comparisons, draw analogies, apply knowledge to the given data, and analyze mutliple texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and site generated mini assessments

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

Instruction will be adjusted as needed based on the interim data.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: McDougal Little Literature Series Quizzes/ Test, Interim

Plan to Monitor Effectiveness of G1.B3.S1

Instruction will be adjusted as needed based on the interim data.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: McDougal Little Literature Series Quizzes/ Test, Interim

G1.B4 Students who made learning gains on the FCAT 2.0 need to show an increase in Reading proficiency from 66% to 69%.The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to the students' limited practice in determining the main idea, drawing conclusion, identifying cause and effect relationships in text and making inferences.

G1.B4.S1 Students will have more exposure to higher level questioning and will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Action Step 1

Teachers will also expose students to Document Based Question which focuses on critical thinking skills by asking students to make comparisons, draw analogies, apply knowledge to the given data, and analyze mutliple texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and site generated mini assessments

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

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: McDougal Little Literature Series Quizzes/ Test, Interim

Plan to Monitor Effectiveness of G1.B4.S1

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: McDougal Little Literature Series Quizzes/ Test, FAIR, Interim

G1.B5 Students in the lowest 25% need to show an increase in Reading proficiency from 69% to 72%.The area of deficiency for students in lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice in identifying advanced word/ phrase relationships and their meanings.

G1.B5.S1 Students will have opportunities to practice how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Action Step 1

Teachers will incorporate multiple vocabulary strategies such as word array, interactive word wall, personal dictionaries and engage in affix or root word activities, as well as provide additional instruction on word meanings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student samples and mini assessments

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

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

Plan to Monitor Effectiveness of G1.B5.S1

An analysis of the interim data will take place in order to adjust instruction to meet the needs of the students.

Person or Persons Responsible

Administrators, Reading Coach, Language Arts Department Chairs and LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment: FAIR Assessment, McDougal Little Literature Series Quizzes/ Test, Interim

G1.B6 In the reading portion of the CELLA test, students need to show an increase of 6% from 42% to 48%. However, Ell students show a variety of fundamental challenges due to limited vocabulary at grade level.

G1.B6.S1 Teacher will focus on key vocabulary, present vocabulary with context clues and utilize new vocabulary in sentences and paragraphs in order to increase language development.

Action Step 1

Identified strategy

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Students' folders, students' interactive notebook.

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

Identified Strategy

Person or Persons Responsible

Reading ELL teacher and Administrator

Target Dates or Schedule

Beginning/Ending grading period

Evidence of Completion

Students' folders, notebooks, baseline tests, selection tests, and online assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Identified Strategy

Person or Persons Responsible

Reading ELL Teacher

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

Formative assessments to measure students' mastery of the identified strategy.

G1.B7 In the writing portion of the CELLA test, students need to show an increase of 6% from 42% to 48%. However, students have limited academic English vocabulary and opportunities to write outside of the classroom.

G1.B7.S1 Subject specific journal responses.

Action Step 1

Identified Strategy

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing response journal notebooks, students' writing folder.

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

Identified Strategy

Person or Persons Responsible

ELL Teacher and Administrator

Target Dates or Schedule

Quaterly

Evidence of Completion

Mid/Post writing test scores

Plan to Monitor Effectiveness of G1.B7.S1

Identified Strategy

Person or Persons Responsible

Administrators and ELL Teacher

Target Dates or Schedule

Middle and the end of the year writing test.

Evidence of Completion

Mid/Post writing scores.

G1.B8 In the speaking/listening portion of the CELLA test, students need to show an increase of 4% from 56% to 60%. However, students have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 Learner will listen to a variety of passages while reading for specific information.

Action Step 1

Identified strategy

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

ongoing observation

Evidence of Completion

Reporting text information in the interactive notebook and students' folders.

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

Identified Strategy

Person or Persons Responsible

ELL Reading Teacher and Administrator

Target Dates or Schedule

Quaterly

Evidence of Completion

Formative assessments designed to measure specific skills taught with the selection.

Plan to Monitor Effectiveness of G1.B8.S1

Identified Strategy

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

ELL student with three semesters or more will take the online CELLA test in their anniversary date.

Evidence of Completion

CELLA Online test report.

G2. An analysis of the 2012-2013 grade 8 FCAT 2.0 Writing scores revealed that 51% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 51% to 56%.

G2.B1 The level 3.5 and above students need to show an increase in Writing Proficiency from 51% to 56%. The area of deficiency for the level 3.5 and above students on the 2013 FCAT 2.0 Writing administration was Writing Application as a result of limited practice in presenting detailed evidence, examples and reasoning to support effective arguments.

G2.B1.S1 Implementing the Writing Process

Action Step 1

Provide students with the opportunity to complete pre-writing, drafting, revising, editing, conferencing and publishing.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

On going

Evidence of Completion

Portfolios/Journals containing samples of the writing process.

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

Observations, walkthroughs, writing professional development using exemplar papers

Person or Persons Responsible

Administrators, Reading Coach and Language Arts Department Chairpersons.

Target Dates or Schedule

Monthly

Evidence of Completion

Samples of student work

Plan to Monitor Effectiveness of G2.B1.S1

Using the FCAT 2.0 Writing Rubric, the writing data will be analyzed to guide the instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Data Analysis Form

G2.B1.S2 Interactive Reading Response Journal

Action Step 1

Monitor student use of the inter-active journals during Language Arts classes. Provide corrective feedback to all students in an expedient manner.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Journal

Action Step 2

Focus on persuasive techniques such as emotional appeal, appeal to authority, analogy, hyperbole and repetition.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

portfolios and journals

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

Conduct classroom walkthroughs and provide professional Development focusing on a variety of ways to utilize interactive response journals during Language Arts and Reading classes.

Person or Persons Responsible

Language Arts teachers and Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Journals

Plan to Monitor Effectiveness of G2.B1.S2

Improvment in Mid Year Assessment Scores

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Chronological entries showing improvement in writing applicaton.

G2.B1.S3 Writing Symposium/ Writing Workshop

Action Step 1

MIni-Lessons: Hooks for all genres, Transitions, Magnified Moments, Bare to Elaborated, Sentence Variation

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing samples

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

Classroom observation and walkthroughs

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G2.B1.S3

Power Points, Lesson Plans

Person or Persons Responsible

Reading Coach and Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Submission of Power Points and Lesson Plans

G3. An analysis of the 2012-2013 grade 10 FCAT 2.0 Writing scores revealed that 62% of the student population scored 3.5 and above. The goal for the 2013-2014 school year is to increase proficiency from 62% to 66%.

G3.B1 The level 3.5 and above students need to show an increase in Writing Proficiency from 62% to 66%. The area of deficiency for the level 3.5 and above students on the 2013 FCAT 2.0 Writing administration was Writing Application due to limited practice in establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.

G3.B1.S1 Implementing the Writing Process

Action Step 1

Provide students with the opportunity to complete pre-writing, drafting, revising, editing, conferencing and publishing.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Portfolios/Journals containing samples of the writing process.

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

Observations, walkthroughs, writing professional development using exemplar papers

Person or Persons Responsible

Administrators, Reading Coach and Language Arts Department Chairpersons.

Target Dates or Schedule

Monthly

Evidence of Completion

Samples of student work

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCAT 2.0 Writing Rubric, the writing data will be analyzed to guide the instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Data Analysis Form

G3.B1.S2 Interactive Reading Response Journal

Action Step 1

Monitor student use of the inter-active journals during Language Arts classes. Provide corrective feedback to all students in an expedient manner.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Journal

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Conduct classroom walkthroughs and provide professional Development focusing on a variety of ways to utilize interactive response journals during Language Arts and Reading classes.

Person or Persons Responsible

Language Arts teachers and Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Journals

Plan to Monitor Effectiveness of G3.B1.S2

Improvment in Mid Year Assessment Scores

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Chronological entries showing improvement in writing applicaton.

G3.B1.S3 Writing Symposium/ Writing Workshop

Action Step 1

MIni-Lessons: Hooks for all genres, Transitions, Magnified Moments, Bare to Elaborated, Sentence Variation

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing samples

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Classroom observation and walkthroughs

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B1.S3

Power Points, Lesson Plans

Person or Persons Responsible

Reading Coach and Department Chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Submission of Power Points and Lesson Plans

G4. The 2013 FCAT 2.0 Mathematics and EOC results showed that 48% of our students scored at Level 3 or above. Our goal for the 2014 FCAT 2.0 Mathematics/ EOC is to increase students scoring at Level 3 or above by 2 percentage points to 50%.

G4.B1 The 2013 FCAT 2.0 Mathematics Test indicate students in the Hispanic subgroup did not meet their AMO goal. Our goal for the 2013-2014 school year is to increase student proficiency by 5 percentage points from from 54% to 59%.

G4.B1.S1 Teachers will provide students with opportunities to utilize graphic organizers, context clues, modeling, and read aloud to help understand real world mathematical problems. Provide students with a Collaborative Structure setting in order to facilitate student discovery.

Action Step 1

Students will use visual aids such as graphic organizers and word walls , context clues, word banks and read aloud in order to better understand real world mathematical problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journals, benchmark assessments.

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

Classroom walk-throughs, observations

Person or Persons Responsible

Principal, Assistant Principal, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmarks Assessments.

Plan to Monitor Effectiveness of G4.B1.S1

Analyze Data generated from benchmark and topic assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instructions.

Person or Persons Responsible

Adninistration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B3 On the 2012-2013 FCAT Mathematics assessment 20% of students scored at level 3. Our goal is to increase level 3 proficiency by 5 percentage points, from 20% to 25%. Grade 6 students had limited understanding in the reporting category of geometry and measurement • Grade 7 students showed a deficiency in statistics and probability • Grade 8 students displayed deficiency in number operations, problems and statistics.

G4.B3.S1 Grade 6: Develop students' ability to make sense of real world application involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. Grade 7: Develop students ability to make sense of real world problems by constructing and analyzing graphs and making appropriate generalizations from reasonable population samples. Infuse higher order questioning strategies to promote critical, independent, and creative thinking for deeper understanding of Statistics and probability concepts. Grade 8: Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning, and conceptual understanding when solving real-world problems using operations on real numbers and analyzing and summarizing data sets. Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems using operations on real numbers and analyzing and summarizing.

Action Step 1

Provide students opportunities to determine solutions to real world problems using the Gradual Release Model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journals, Benchmark Assessments

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

The use of gradual release, model and math interactive journals

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Analyze data generated from Interim assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B4 On the 2012-2013 FCAT Mathematics assessment 14% of students scored at level 4 or above. Our goal is to increase proficiency of level 4 or above students by 2 percentage points, from 14% to 16%.

G4.B4.S1 Teachers will give students opportunities to incorporate discovery-based learning and technology student centered learning. Use Florida Focus Achieves and inquiry based activities ton promote authentic and rigorous student engagement.

Action Step 1

Teachers will guide students' discourse to ensure communication and use clear definitions, in discussion to construct viable arguments and defend their reasoning in geometry and measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journals, Benchmark Assessments

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

Observations, Walk-throughs

Person or Persons Responsible

Administration, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, Topic Assessments

Plan to Monitor Effectiveness of G4.B4.S1

Analyze Data generated from Interim assessments, Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B5 On the 2012-2013 FCAT Mathematics assessment, 60% of students showed Learning Gains in Mathematics. Our goal is to increase by 4 percentage points, from 60% to 64%.

G4.B5.S1 Utilize data to develop flexible groups based on student needs in order to provide with intervention and enrichment activities.

Action Step 1

Teachers will support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journals, Benchmark Assessments

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

Classroom walk-throughs, observations

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, Topic Assessments

Plan to Monitor Effectiveness of G4.B5.S1

Analyze Data generated from Interim Assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G4.B6 On the 2012-2013 FCAT Mathematics assessment, students in the lowest 25% displayed learning gains of 73%. Our goal is to increase by 3 percentage points, from 73% to 76%.

G4.B6.S1 Utilize data to develop flexible groups based on student needs in order to provide with intervention and enrichment activities.

Action Step 1

Teachers will support mathematical fluency and problem solving skills by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journal, Benchmark Assessments

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

Classroom walk-throughs, Obaervations

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments, Topic Assessments

Plan to Monitor Effectiveness of G4.B6.S1

Analyze Data generated from Interim assessments. Teacher and student data chats to fasciklitate opportunities for intervention and/or enrichment to provide differentiated instructions

Person or Persons Responsible

Admiistration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G5. For the 2012-2013 school year 44 students were enrolled in Math acceleration courses. For the 2013-2014 school year, our goal is to increase that enrollment by 2%.

G5.B1 Maintain the number of students participating in EOC assessments.

G5.B1.S1 Teachers will provide students with opportunities practice in solving real world problems that are aligned to their grade level benchmarks.

Action Step 1

Professional development will be provided on the grade level foundation benchmarks and the infusion of these benchmarks into the advanced level curriculum.

Person or Persons Responsible

MathTeachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark assessments

Facilitator:

Department Chair

Participants:

Math teachers

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

Classroom walk-throughs, observations

Person or Persons Responsible

Principal, Assistant Principal, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark, Topic Assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Analyze Data generated from benchmark, topic assessments, conduct teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instructions

Person or Persons Responsible

Principal, Assistant Principal.

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Benchmark, Topic Assessments.

G5.B2 Maintain the percentage of students scoring proficiency on the EOC assessments.

G5.B2.S1 Teachers will utilize scaffolding, infuse concepts that are being taught in intended grade level.

Action Step 1

Teachers will utilize scaffolding, infuse concepts that are being taught in intended grade level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, Interactive Math Journals, Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Classroom walk-throughs, observations.

Person or Persons Responsible

Principal, Assistant Principal, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark, Topic Assessments.

Plan to Monitor Effectiveness of G5.B2.S1

Analyze Data generated from benchmark, topic assessments, conduct teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instructions

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments.

G6. The results of the 2012-2013 Geometry EOC indicate that 62% achieved proficiency on the Geometry EOC exam.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage point to 66%.

G6.B1 The results of the 2012-2013 Geometry EOC indicate that 48% achieved Level 3 on the Geometry EOC exam. Our goal for the 2013-2014 school year is to increase Level 3 students proficiency by 3 percentage point to 51%. Geometry students showed limited knowledge on Trigonometry and Discrete Mathematics.

G6.B1.S1 Teachers will provide opportunities for students to Identify the converse, inverse and contrapositive of a given statement.

Action Step 1

Teacher will have students in cooperative groups to discuss and discover the converse, inverse and contrapositive of a statement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Interactive Math Journals, benchmark assessments.

Action Step 2

Teacher will facilitate students through technology using Florida Focus Achieves and Explore Learning (Gizmos) to find the converse, inverse and contrapositive of statements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments

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

Classroom walk-throughs, observations

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Analyze Data generated from Interim assessments, Teacher and student data chats, to facilitate opportunities for intervention and/or enrichment to provide differentiated instructions

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G6.B2 The results of the 2012-2013 Geometry EOC indicate that 14% achieved Levels 4 or 5 on the Geometry EOC exam. Our goal for the 2013-2014 school year is to increase Levels 4 or 5 student proficiency by 1 percentage point to 15%. Geometry students showed limited knowledge on Trigonometry and Discrete Mathematics.

G6.B2.S1 Teachers will provide students with opportunities to solve problems using the trigonometric ratios sine, cosine and tangent to determine side lengths and angle measures.

Action Step 1

Teacher will have students in cooperative groups to discover and discuss trigonometric ratios in order to find side lengths and angle measures using sine, cosine and tangent.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work, Interactive Math Journals, Benchmark Assessments

Action Step 2

Teacher will facilitate students through technology using Florida Focus Achieves and Explore Learning (Gizmos) to find side lengths and measures of angles using sine, cosine and tangent.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work, Interactive Math Journals, Benchmark Assessments

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

Classroom walk-throughs, Observations

Person or Persons Responsible

Administration, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Analyze Data generated from Interim assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

G7. The results of the 2012-2013 Algebra EOC indicate that 64% were proficient on the Algebra EOC assessment.Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 68%.

G7.B1 The results of the 2013 Algebra EOC indicate that 59% achieved Level 3 on the Algebra EOC exam.Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 3 percentage points to 62%. On the analysis of the 2013 EOC assessment, Algebra 1 students showed limited knowledge on polynomials.

G7.B1.S1 Teachers will provide opportunities for students apply the laws of exponents to simplify monomial expressions with integral exponents.

Action Step 1

Teachers will help students discover the laws of exponents to simplify and solve monomials and polynomilas problems using real world-like situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work,Interactive Math Journals, Benchmark assessments

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

Classroom walk-throughs, observations

Person or Persons Responsible

Principal, Assistant Principal, Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark, Topic assessments.

Plan to Monitor Effectiveness of G7.B1.S1

Analyze Data generated from Interim assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to promote differentiated instructions.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessments

G7.B2 The results of the 2013 Algebra EOC indicate that 5% achieved Levels 4 or 5 on the Algebra EOC exam.Our goal for the 2013-2014 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 6%. On the analysis of the 2013 EOC assessment, Algebra 1 students showed limited knowledge on Polynomials.

G7.B2.S1 Teachers will provide students opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Teachers will have students working together in cooperative groups solving real world-like problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work, Interactive Math Journals, Benchmark Assessments

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

Classroom Walk-throughs, Observations

Person or Persons Responsible

Administrators, Department Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Analyze Data generated from Innterim assessments. Teacher and student data chats to facilitate opportunities for intervention and/or enrichment to provide differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments Assessments

G8. The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .

G8.B1 32% of students' scoring proficient at level 3 are having difficulty organizing thoughts with Nature of Science.

G8.B1.S1 Increase the opportunity for scientific organized thoughts by science fair projects. Use of Science Interactive notebooks and Thinking Maps.

Action Step 1

Provide Science teachers professional development on the purpose and implementation of Science Interactive notebooks.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of the implementation of the Science Interactive Notebooks.

Facilitator:

Science Chairperson

Participants:

Science teachers

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

Students' Interactive notebooks and Science Fair Project

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Formative assessments, District Assessment, FCAT 2.0, results

Person or Persons Responsible

Administrators

Target Dates or Schedule

Montly classroom monitoring

Evidence of Completion

District Assessment and FCAT2.0 results

G8.B2 13% of the students' scoring proficient at level 4 and above, need additional resources in Nature of Science.

G8.B2.S1 Use of technology infusing STEM components to complete inquiry based learning. Student will be provided with enrichment opportunities to explore real life problems and determine appropriate outcomes.

Action Step 1

inquiry based project, Project based learning, (Science Fair, SECME, GIZMO, FCAT Explorer, and NBC Learn.

Person or Persons Responsible

Science Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Intheractive Notebook, Assessment Data, Students work sample

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

Monitoring the use of educational technology and enrichment activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of G8.B2.S1

Implementation of STEM components.

Person or Persons Responsible

Department Chairperson Administration

Target Dates or Schedule

Monthly Quartly

Evidence of Completion

Student work sample, Science Fair, District Assessment, and FCAT 2.0.

G9. The results of the 2013 Biology EOC exam indicate that 85% of students achieved level 3 and above in biology. Our overall goal for the 2014 Biology EOC is to increase proficiency by 1 percentage point to 86%.

G9.B1 Results of the 2013 Biology EOC indicate that 61% of the students scored proficiency of level 3. Our area of greatest need is Classification, Heredity and Evolution.

G9.B1.S1 Students will be provided opportunities to explore real-life problems and determine appropriate outcomes through the use of lab reports, and using lab notebooks to organize data. Students will also gain understanding of appropriate scientific processes through inquiry-based lab activities.

Action Step 1

Administrators will review formative assessments quarterly using data generated by Edusoft to track learning gains/ deficiencies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim assessments Data reports from Edusoft Results from 2014 Biology EOC

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

Through PLCs teachers will collaborate to review student work and data

Person or Persons Responsible

Administration Science department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made assessments Biology Interactive Notebook District interim assessments Data reports Summative: Results from 2014 Biology EOC

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will review formative assessments bi-monthly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim assessments Edusoft Data reports Results from 2014 Biology EOC

G9.B2 Results of the 2013 Biology EOC indicate that 24% of the students scored proficiency of level 4-5. Our area of greatest need is Classification, Heredity and Evolution.

G9.B2.S1 Students will also be provided inquiry-based laboratory activities explaining how classification is directly related to heredity and evolution and be given opportunities to make real life connections to understand the functioning of various body processes.

Action Step 1

Teachers will review formative assessments biology (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies.

Person or Persons Responsible

Biology teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: teacher-made assessments, district interim assessments, data reports, and student work samples

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

Teacher will expose students to real world examples through inquiry based labs.

Person or Persons Responsible

Administration Science Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made assessments, District interim assessments, Data reports, Sample student work

Plan to Monitor Effectiveness of G9.B2.S1

Teachers will review formative assessments quarterly (i.e. teacher-made assessments, interim assessments) using data generated by Edusoft to track learning gains/ deficiencies and collaborate to review student work.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

District interim assessments, Data reports Summative: Results from 2014 Biology EOC

G10. The school for the 2012-2013 school year had one STEM related activity with 85% of students participating. The goal for the 2013-2014 school year is to increase student participation in STEM related experiences.

G10.B1 Increase the number of students participating in STEM related events.

G10.B1.S1 Students will be guided through the science fair project and understand how each part of the project from problem statement to real-world application is developed and implemented.

Action Step 1

Provide professional development on the implementation and procedures regarding the District Science Fair requirements.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of completed science Fair Projects

Facilitator:

Science Fair Coordinator

Participants:

Science Department Chairs Science Teachers

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

Teachers will assist students with science fair progress by analyzing student's completion of specified timelines and benchmarks and providing intervention when timelines are not completed.

Person or Persons Responsible

Science Teachers Science Department Chairs

Target Dates or Schedule

Weekly

Evidence of Completion

Formative:Submitting requirements at specified timelines and benchmarks

Plan to Monitor Effectiveness of G10.B1.S1

Completing science fair requirements timelines, benchmarks and project completion.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative: Incremental grades and Science Project

G10.B2 Increase the number of students participating in CTE- STEM concentrators

G10.B2.S1 Prepare and test students for industry certifications through registered CAPE Academy courses.

Action Step 1

Conduct assessment of Career Academy

Person or Persons Responsible

Administration Business Teacher Magnet Lead Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

CAPE Academy confirmation and enrollment date.

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

CAPE Academy Plan

Person or Persons Responsible

Magnet Lead Teacher Assistant Principal Principal

Target Dates or Schedule

October 2013

Evidence of Completion

CAPE Academy registration confirmation and enrollment date Academy Plan

Plan to Monitor Effectiveness of G10.B2.S1

Implementation of CAPE Academy Plan

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

June 2014

Evidence of Completion

CAPE Academy confirmation and enrollment date. Percentage of students completing participating in CTE courses

G11. The overall goal is to increase the number of students participating in Career and Professional Education(CAPE).

G11.B1 The school has a limited number of CTE Course offerings. The goal is to increase the number of students enrolled in the CTE courses.

G11.B1.S1 Prepare and test students for industry certifications through registered CAPE Academy courses.

Action Step 1

Conduct assessment of Career academy

Person or Persons Responsible

Administration

Target Dates or Schedule

September

Evidence of Completion

CAPE Academy confirmation and enrollment date.

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

Plan for new Academy

Person or Persons Responsible

Magnet Lead Teacher Assistant Principal Principal

Target Dates or Schedule

October 2013

Evidence of Completion

CAPE Academy registration confirmation and enrollment date Academy Plan

Plan to Monitor Effectiveness of G11.B1.S1

CAPE Academy Plan

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

June 2014

Evidence of Completion

CAPE Academy confirmation and enrollment date. Percentage of students completing participating in CTE courses

G12. Our goal is to increase the number of students scoring 70 % proficient on the Civics 2013-2014 EOC.

G12.B1 Limited practice with primary and secondary documents.

G12.B1.S1 Provide opportunities and lessons for students to practice identifying and analyzing primary and secondary documents.

Action Step 1

Use Document Based Questioning to increase students understanding of Primary and Secondary Documents

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Essay Samples

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

Observation and Walk throughs

Person or Persons Responsible

Department Head

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative assessments, Pre/Post Tests

Plan to Monitor Effectiveness of G12.B1.S1

Benchmark test results

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments and EOC results

G13. According to 2012-2013 U.S. History EOC data, 47% of the students scored in the upper and middle third level. Our goal in the 2013-2014 school year is to increase the number of students scoring in the middle and upper third of the U.S. History EOC.

G13.B1 On the 2012-2013 US History EOC, 30% of the middle third of students had limited background knowledge, as well as limited experience with primary and secondary source documents.

G13.B1.S1 Provide opportunities to practice using primary and secondary source documents. Expose students to content using technology and reading skill activities.

Action Step 1

Increase student background knowledge and practice using primary and secondary source documents.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Biweekly

Evidence of Completion

Post Tests, DBQ's

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

Observation, Classroom Walkthroughs

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessments and Post Tests

Plan to Monitor Effectiveness of G13.B1.S1

Analyze Interim Assessments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports

G13.B2 On the 2012-2013 US History EOC, 18% of the upper third of students had limited background knowledge, as well as limited experience with primary and secondary source documents.

G13.B2.S1 Provide enrichment opportunities to practice using primary and secondary source documents. Expose students to content using technology and reading skill activities.

Action Step 1

Increase practice using primary and secondary source documents.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

DBQ's Student Samples

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Observation, Classrooms Walk throughs

Person or Persons Responsible

Department Heads and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G13.B2.S1

Analysis of Interim Data

Person or Persons Responsible

Classroom Teacher and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

G14. Our goal for the 2013-2014 school year is to increase the effectiveness of identification of students at risk so that appropriate interventions can be implemented .

G14.B1 In the 2012 -2013 school year 9% of middle school students manifested difficulties in academic courses.In the 2012 -2013 school year 13% of ninth grade students manifested difficulties in academic courses.The goal for the 2013-2014 school year is to reduce the percentage of middle school students and ninth grade students manifesting difficulties by one percentage point.

G14.B1.S1 The High School guidance counselor, Activities director and Magnet lead teacher will conduct conferences with students in danger of failing and their parents.The purpose of the conference will be to provide academic counseling and resource information to assist students with academic achievement.

Action Step 1

Conduct conferences with students and parents to inform of the resources available and/or enroll them appropriate additional outside school courses. Facilitate award ceremonies using EESAC funds in the amount of $1286.50 to recognize student successes.

Person or Persons Responsible

High School Counselor, Activities Director and Magnet Lead Teacher

Target Dates or Schedule

Each progress report and at the end of each 9 week period. The honors assembly and award ceremony will be held at the end of each 9 weeks and at the end of the school year.

Evidence of Completion

Documentation in Student Case Management.

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

Monitor Grade Reports Monitor Student Services Referrals

Person or Persons Responsible

Principal , Assistant Principal ,High School Counselor, Activities Director and Magnet Lead Teacher

Target Dates or Schedule

Quartely

Evidence of Completion

Quarterly Grades

Plan to Monitor Effectiveness of G14.B1.S1

Analyze Final grade Reports

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

June 2014

Evidence of Completion

Final Grade Reports

G14.B2 In the 2012 -2013 school year 27% of students received two or more behavioral referrals. The goal for the 2013-2014 school year is to reduce the percent of students receiving two or more behavioral referrals by one percentage point.

G14.B2.S1 Provide Peer counseling for students referred for conflict resolution.

Action Step 1

Peer counseling for students referred for conflict resolution.

Person or Persons Responsible

Peer Counseling Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Peer counseling logs

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Peer Mediation Program

Person or Persons Responsible

Administration Peer Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management record Peer Counseling logs

Plan to Monitor Effectiveness of G14.B2.S1

Peer Mediation program

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management records showing reduction in behavioral referrals

G14.B3 In the 2012 -2013 school year 21% of students missed 10 percent or more available instructional time.The goal for the 2013-2014 school year is to reduce the percentage of students missing 10 percent or more available instructional time by one percentage point.

G14.B3.S1 Counselors will provide Intervention/Counseling services for students reaching 5 or more absences and their parents. Students will be referred to the Fresh Start attendance program if absences continue.

Action Step 1

Counseling Intervention Services

Person or Persons Responsible

Guidance Counselors, Fresh Start Counselor

Target Dates or Schedule

Interventions Services

Evidence of Completion

Student Case Management Records Home Visit reports

Plan to Monitor Fidelity of Implementation of G14.B3.S1

Student Case Management Records, Attendance Reports

Person or Persons Responsible

Adminstrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student Case Management Records, Attendance Reports

Plan to Monitor Effectiveness of G14.B3.S1

Student Case Management Records, Attendance Reports

Person or Persons Responsible

Guidance Counselors Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Case Management Records, Attendance Reports

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

Arthur & Polly Mays Conservatory Magnet School provides services to ensure that students requiring additional remediation are assisted through pull-out, after school programs such as tutoring, Saturday tutoring sessions and/or summer school. The district coordinates with Title II and Title III in ensuring Arthur & Polly Mays Conservatory Magnet School staff development needs are met. Support services are also provided to our students. Reading 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into
the school-wide program include an extensive Parental Program; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.
Arthur & Polly Mays Conservatory Magnet 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.
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs and Arthur & Polly Mays Conservatory Magnet School
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III funds are used to supplement and enhance the programs at Arthur & Polly Mays Conservatory Magnet School for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide: tutorial programs (6-10)parent outreach activities (6-10) through the Bilingual Parent Outreach Program (The Parent Academy)professional development on best practices for ESOL and content area teachers coaching and mentoring for ESOL and content area teachers(K-12) reading and supplementary instructional materials(K-12).
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children
by collaborating with parents, schools, and the community.
All schools are eligible to receive services and will do so upon identification and classification of a student as
homeless.
Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.Project Upstart provides a homeless sensitivity, awareness campaign.

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Arthur & Polly Mays Conservatory Magnet School participates in a counselor Mediation program and anti bullying program.

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

At Arthur & Polly Mays Conservatory Magnet School all 7th grade students will be placed in a Civics & Career Planning course.

Career guidance and career exploration will help our students to begin making more informed educational and career choices. Students will receive information on high school course offerings, career options, and the type of academic and occupational training and skills needed to succeed in their field of interest. Additionally,our students will participate in a Career Fair which will introduce students to various career opportunities.

Health Connect at Arthur & Polly Mays Conservatory Magnet School (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS will enhance the health education activities provided by the schools and by the health department.

HCiOS will assure all students receive health education.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care 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.

G5. For the 2012-2013 school year 44 students were enrolled in Math acceleration courses. For the 2013-2014 school year, our goal is to increase that enrollment by 2%.

G5.B1 Maintain the number of students participating in EOC assessments.

G5.B1.S1 Teachers will provide students with opportunities practice in solving real world problems that are aligned to their grade level benchmarks.

PD Opportunity 1

Professional development will be provided on the grade level foundation benchmarks and the infusion of these benchmarks into the advanced level curriculum.

Facilitator

Department Chair

Participants

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark assessments

G8. The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .

G8.B1 32% of students' scoring proficient at level 3 are having difficulty organizing thoughts with Nature of Science.

G8.B1.S1 Increase the opportunity for scientific organized thoughts by science fair projects. Use of Science Interactive notebooks and Thinking Maps.

PD Opportunity 1

Provide Science teachers professional development on the purpose and implementation of Science Interactive notebooks.

Facilitator

Science Chairperson

Participants

Science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of the implementation of the Science Interactive Notebooks.

G10. The school for the 2012-2013 school year had one STEM related activity with 85% of students participating. The goal for the 2013-2014 school year is to increase student participation in STEM related experiences.

G10.B1 Increase the number of students participating in STEM related events.

G10.B1.S1 Students will be guided through the science fair project and understand how each part of the project from problem statement to real-world application is developed and implemented.

PD Opportunity 1

Provide professional development on the implementation and procedures regarding the District Science Fair requirements.

Facilitator

Science Fair Coordinator

Participants

Science Department Chairs Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Submission of completed science Fair Projects

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2012-2013 FCAT 2.0 Reading test revealed that 48% of the students scored a level 3 and above in reading. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 1 percentage point to 49 %.	$1,286
G8.	The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .	$600
G14.	Our goal for the 2013-2014 school year is to increase the effectiveness of identification of students at risk so that appropriate interventions can be implemented .	$1,286
	Total	$3,172

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Principals Discretionary Funds	$600	$0	$600
EESAC funds	$0	$1,286	$1,286
EESAC Funds	$1,286	$0	$1,286
Total	$1,886	$1,286	$3,172

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading test revealed that 48% of the students scored a level 3 and above in reading. Our goal for the 2013-2014 school year is to increase level 3 and above student proficiency by 1 percentage point to 49 %.

G1.B2 Students who scored a level 3 on the FCAT 2.0 need to show an increase in Reading proficiency from 26% to 30%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category1: Vocabulary due to limited practice in identifying advanced word/phrase relationships and their meanings.

G1.B2.S1 Students will have opportunities to identify advanced word/phrase relationships and their meanings while reading.

Action Step 2

Teachers will provide students with the opportunity to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.The Media center using EESAC funds of 1286.50 will purchase books for the students to practice their vocabulary acquisition skills.

Resource Type

Evidence-Based Program

Resource

Media Center books to support vocabulary acquisition and the Accelerated Reading Program.

Funding Source

EESAC Funds

Amount Needed

$1,286

G8. The 2013 Science FCAT 2.0, showed that 32% scored proficient. Our goal for the 2014 Science FCAT 2.0 is to increase the percentage students achieving proficiency in science by 5%, from 19% to 24% .

G8.B1 32% of students' scoring proficient at level 3 are having difficulty organizing thoughts with Nature of Science.

G8.B1.S1 Increase the opportunity for scientific organized thoughts by science fair projects. Use of Science Interactive notebooks and Thinking Maps.

Action Step 1

Provide Science teachers professional development on the purpose and implementation of Science Interactive notebooks.

Resource Type

Evidence-Based Program

Resource

Science Interactive Notebooks

Funding Source

Principals Discretionary Funds

Amount Needed

$600

G14. Our goal for the 2013-2014 school year is to increase the effectiveness of identification of students at risk so that appropriate interventions can be implemented .

G14.B1 In the 2012 -2013 school year 9% of middle school students manifested difficulties in academic courses.In the 2012 -2013 school year 13% of ninth grade students manifested difficulties in academic courses.The goal for the 2013-2014 school year is to reduce the percentage of middle school students and ninth grade students manifesting difficulties by one percentage point.

G14.B1.S1 The High School guidance counselor, Activities director and Magnet lead teacher will conduct conferences with students in danger of failing and their parents.The purpose of the conference will be to provide academic counseling and resource information to assist students with academic achievement.

Action Step 1

Conduct conferences with students and parents to inform of the resources available and/or enroll them appropriate additional outside school courses. Facilitate award ceremonies using EESAC funds in the amount of $1286.50 to recognize student successes.

Resource Type

Other

Resource

Awards for to recognize students' academic successes.

Funding Source

EESAC funds

Amount Needed

$1,286