2013-2014 SCHOOL IMPROVEMENT PLAN

Cutler Bay Senior High School

8601 SW 212TH ST
Cutler Bay, FL 33189
305-235-1581
http://cms.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	77%

Alternative/ESE Center	Charter School	Minority Rate
No	No	87%

School Grades History

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

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
Cutler Bay Senior High School

Principal
Yamila Carballo M

School Advisory Council chair
La-Shanda West

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

Name	Title
Yamila Carballo	Principal
Michelle McGrew-Clarit	Assistant Principal
Petra Burns	Mathematics Department Chair
Marshall Ruffo	Science Department Chair
Carla Felix	Language Arts/Reading Department Chair
La-Shanda West	Social Studies 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

Yamila Carballo, Principal
Michelle McGrew-Clarit, Principal's Designee
Indira Mangaru, SACS Chairperson
La-Shanda West, UTD steward
Marshall Ruffo, Teacher
Jessica Samuel, Teacher
Petra Burns, Teacher
Christy McCoy, Teacher
Donna East, Teacher
Jeffrey Gross, (Alt.)
Kathy Capellades, (Alt.)

Antonia Prohias, (Alt.)
Angelina Wright, Support
Peter Williams, Support
Amelia Diaz, Support(Alt.)
Nancy Boisvert, Parent
Yaeliz Wilt, Parent
Debra Crandon, Parent(Alt.)
Melissa Mahadeo, Student
Jayden Forrest, Student
Renita Subdhan, Student
Giovanna Rodriguez, Student(Alt.)
Anthony Boisvert, Student(Alt.)
Ralph Cassales, Business/Community

Involvement of the SAC in the development of the SIP

The SAC will review the SIP and work with the principal to address the academic needs of the school. They will approve the SIP.

Activities of the SAC for the upcoming school year

Develop and monitor the School Improvement Plan and monitor student achievement.
Distribute FTE funds that are allocated to EESAC
Review results of District Baseline and Interim Assessments

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

Academic field trip transportation $800
Incentives for technology academic programs $1000
Student Activities $1000

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Yamila Carballo M		
Principal	Years as Administrator: 17	Years at Current School: 6
Credentials	Master of Science in Reading from NOVA Southeastern University Bachelor of Arts in Political Science/Pre Law from St. Thomas University Completed all Doctoral level courses in Educational Leadership from Florida International University	
Performance Record	2013 – School Grade- C Rdg. Proficiency, 44% Math Proficiency, 39% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –47, No(White Yes) Math AMO–43, No(White Yes) 2012 – School Grade- C Rdg. Proficiency, 39% Math Proficiency, 33% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –41 Math AMO–37 '11 '10 '09 School Grade: C B C AYP: N N N High Standards Rdg. 52 48 49 High Standards Math 50 46 47 Learning Gains-Rdg.: 64 59 61 Learning Gains-Math: 61 70 63 Gains- Rdg. 25% : 71 71 73 Gains- Math 25%: 66 69 67	

Michelle McGrew-Clarit		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master of Science in Special Education from NOVA Southeastern University BS in Special Education from Florida International University Certification in Educational Leadership Reading Endorsement K-12
Performance Record	2013 – School Grade- C Rdg. Proficiency, 44% Math Proficiency, 39% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 63points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –47 Math AMO–43 2012 – School Grade- C Rdg. Proficiency, 39% Math Proficiency, 33% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 62 points Rdg. AMO –41 Math AMO–37 Miami Southridge Senior High School '11 '10 '09 School Grade: A D F AYP: N N N High Standards Rdg. 29 25 24 High Standards Math 60 55 54 Learning Gains-Rdg.: 45 44 40 Learning Gains-Math: 68 75 66 Gains- Rdg. 25% : 49 40 47 Gains- Math 25%: 57 72 65

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
67%

 # certified in-field
31, 86%

 # ESOL endorsed
9, 25%

 # reading endorsed
5, 14%

 # with advanced degrees
16, 44%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
1, 3%

 # with 6-14 years of experience
15, 42%

 # with 15 or more years of experience
20, 56%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

Regular meetings with the APC.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Principal will have regular monthly meetings with new teachers.

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

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

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

*Monitor what all students are learning and their progress by using District Assessment data.
*Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
*Hold regular monthly team meetings.
*Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
*Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
*Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
*Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

The School-based MTSS/RtI leadership Team is comprised of the Principal, the Assistant Principal in charge of curriculum, the science department chairperson, one reading and mathematics department chairperson, and the computer specialist. The school's Leadership Team will include additional personnel as resources to the team. These members include Special Education personnel, school psychologist, school social worker and school guidance counselor.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS implementation. The Principal is accompanied by the Assistant Principal for curriculum, who seconds the Principal in all initiatives and works actively on the implementation of all strategies.
Science department chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2

interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Mathematics department chair: Participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Co-teaching.
Reading / Language Arts Department Chair: 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; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
One Technology Specialist: Develops or brokers technology necessary to manage and display data; provides 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 MTSS Leadership Team facilitates involvement of school community in designing, implementing, monitoring and assessing the school improvement plan. The Team will monitor and adjust the school's academic and behavioral goals through data analysis. The Team will also monitor the fidelity of the delivery of instruction and interventions.

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

Managed data will include:
Academic: FAIR assessment, Interim assessments, State/Local Math and Science assessments, FCAT, 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, Team climate surveys, Attendance

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

Create a network using the MTSS Leadership team to implement the process. The MTSS Leadership team meets monthly to review and discuss tier 1-3 problem solving process and will ensure it is implemented with fidelity.

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

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

Strategy: Before or After School Program

Minutes added to school year: 8,100

After school enrichment program will be implemented which will focus on 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?

FAIR Data will be used to progress monitor students in extended learning programs. We will use the data from progress monitoring to determine additional interventions for those students not increasing their percentage points. Extra focus will be on decreasing those students falling in the Low Probability category and increasing the number of students in the Moderate to High Probability categories.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Yamila Carballo	Principal
Michelle McGrew-Clarit	Assistant Principal
Petra Burns	Mathematics Department Chair
Marshall Ruffo	Science Department Chair
Carla Felix	Language Arts/Reading Department Chair
La Shanda West	Social Studies Department Chair

How the school-based LLT functions

The team meets weekly to engage in the following activities: To discuss observed practices of teacher; To anticipate areas of concern, to be proactive with innovative ideas, and to find solutions to problems as they arise.
Review progress monitoring data at the grade level and classroom level to identify students who are meeting expectations.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to encourage literacy strategies embedded into instruction, identify further needs for continuing professional development, increase the frequency of classroom observations and understanding the degree of literacy implementation.

Every Teacher Contributes to Reading Instruction

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

*All teachers will attend weekly grade level, departmental, and team level meetings to discuss and determine reading needs of their students based on District and school site assessments. The entire staff will be offered training in Differentiated Instruction in order to assist teachers in adapting instruction to meet the needs of all students in reading.
*School wide data chats among students, teachers, school support personnel and administrators.
*In all content areas, the Reading Department Chair will introduce and model a new reading strategy, monthly, which will ensure the effective reading strategies are being implemented in the classroom.
*The LLT will conduct classroom walkthroughs to assure that all teachers are implementing appropriate The LLT will conduct classroom walkthroughs to assure that all teachers are implementing appropriate reading strategies.reading strategies.

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

Each student will have the opportunity to actively participate in designing an individual academic plan conducive to his/her needs. Subject selection forms will be provided to students in the spring of each academic year. Additionally, CBA will assist in registering students for course acceleration through Florida Virtual School, an accredited public 'e-learning' school, during the academic year and/or over the summer.

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

The students at Cutler Bay Academy of Advanced Studies, Centennial Campus have the opportunity to select and apply to an academy when entering their 9th grade year. Currently, the school offers three academy choices:
• COAST
• iPrep
• Liberal Arts
The COAST Academy focuses on the advancement of marine and environmental conservation through scientific research, literacy and mathematics education, leading to responsible stewardship and the sustainability of our natural marine resources. The iPrep academy will provide students with an opportunity to participate in a rigorous curriculum that is technologically enriched. These students will participate in various college preparatory and college level courses. The academy will prepare students to be well-rounded intellectually and become leaders in our community. The Liberal Arts Academy prepares students to be knowledgeable citizens and meet the challenges of a rapidly changing world. All academies participate in college preparatory courses through the Cambridge Program.

Strategies for improving student readiness for the public postsecondary level

We will track all of our 10th graders who scored a Level 3 or higher on the FCAT Reading or Mathematics and
encourage them to take the SAT, ACT, and/or the PERT, in order to determine their "readiness" for postsecondary academia. CBA encourages students to take Advance Placement by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding
their postsecondary plans.
Counselors will review data tracking graduation requirements and intervene if necessary.

<div style="background-color:#1a1f5c;color:white;text-align:center;font-weight:bold">Expected Improvements</div>

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	47%	44%	No	52%
American Indian				
Asian				
Black/African American	38%	33%	No	44%
Hispanic	53%	45%	No	57%
White	67%	72%	Yes	70%
English language learners	45%	25%	No	51%
Students with disabilities	38%	19%	No	45%
Economically disadvantaged	44%	19%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	24%	28%
Students scoring at or above Achievement Level 4	136	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		41%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	24	36%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	27%	34%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	81	29%	36%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	39%	No	48%
American Indian		0%		
Asian		70%		
Black/African American	34%	28%	No	41%
Hispanic	48%	41%	No	53%
White	59%	68%	Yes	63%
English language learners	52%	39%	No	57%
Students with disabilities	32%	18%	No	39%
Economically disadvantaged	41%	36%	No	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		46%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		63%	67%
Students in lowest 25% making learning gains (EOC)		77%	79%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	39%	40%
Students scoring at or above Achievement Level 4	40	45%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	19	90%	90%

Area 4: Science

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	*[data excluded for privacy reasons]*		23%
Students scoring at or above Achievement Level 4	19	73%	73%

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)	11		12
Participation in STEM-related experiences provided for students	23	30%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	82	37%	40%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		37%	40%
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	0		
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0		
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	17%	16%
Students in ninth grade with one or more absences within the first 20 days	16	18%	17%
Students in ninth grade who fail two or more courses in any subject	8	11%	10%
Students with grade point average less than 2.0	9	13%	12%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	150	21%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	170	23%	22%

Graduation

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

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 data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.

G2. On the 2013 FCAT Writes 2.0 29% scored at or above proficiency. Our goal for 2014 is 36%.

G3. On the 2013 Mathematics FCAT 2.0, 39% scored at level 3 or higher. Our goal for 2014 is 48% will score Level 3 or higher.

G4. The data for 2013 for Middle School Acceleration Performance indicate that 98% of students participated. Our goal for 2014 Middle School Acceleration Performance is at least 98% of our students to score at a level 3 or higher.

G5. The data from the 2013 Algebra 1 EOC indicate that 39% of students scored at a level 3 or above. Our goal for the Algebra 1 EOC is at least 40% of our students to score at a level 3 or above.

G6. The data from the 2013 Geometry EOC indicate that 10% of students scored at a level 3 or above. Our goal for the 2014 Geometry EOC is at least 10% of our students to score at a level 3 or above.

G7. The data from the 2013 Science FCAT 2.0 indicate that 22% of students scored at a level 3 or higher. Our goal for 2014 the 2014 Science FCAT is at least 26%of our students to score at level 3 or above..

G8. The data from 2013 Biology EOC indicate that 23% of the students scored at a level 3 or higher. Our goal for 2014 Biology EOC is at least 23% of our students to score at level 3 or higher..

G9. Our goal for 2014 is to increase student participation in the STEM related activities.

G10. Our goal for the 2014 school year, is to increase student awareness of careers.

G11. The 2013 data for students with Early Warning Signs will be used to identify students who are at risk and enable the school to provide the appropriate interventions.

Goals Detail

G1. The data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.

Targets Supported

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

Resources Available to Support the Goal

- *Reading Plus *FCAT Explorer *Class Zone *Achieve3000 *Florida Achieves

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT for Reading, 52% of Black and Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 82%. Our target for the 2014 FCAT 2.0 for Reading is for at least 44% of students to score at level 3. Students in each group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

- On the 2013 FCAT for Reading, 25% of ELL students scored at Level 3 or above. The goal for 2013 was 53%. Our target for the FCAT 2.0 for Reading is for at least 51% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 1: Vocabulary. Students need additional practice in commanding of the English language.

- On the 2013 FCAT for Reading, 45% of Hispanic students scored at Level 3 or above. The goal for 2013 was 53%. Our target for the 2014 FCAT 2.0 for Reading is for at least 57% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

- On the 2013 FCAT for Reading, 19% of SWD students scored at Level 3 or above. The goal for 2013 was 38%. Our target for the 2014 FCAT 2.0 for Reading is for at least 45% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

- On the 2013 FCAT for Reading, 24% of the students scored at Level 3. Our target for the 2014 FCAT 2.0 for Reading is at least 29% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students need additional practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- On the 2013 FCAT for Reading, 19% of the students scored at Levels 4-5. Our target for the 2014 FCAT 2.0 for Reading is at least 22% of students to score levels 4-5. Students in this group exhibited difficulty with Reporting Category Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

- On the 2013 FCAT for Reading, 67% of the students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 70% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students in this group lacked time on task mastering reading comprehension strategies.

- On the 2013 FCAT for Reading,71% of the lowest 25% students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 74% of students to score a level 3. Students in this group lacked exposure to higher order thinking strategies.

- On the 2013 CELLA for listening and speaking, the area of deficiency for ELL students is the limited opportunity to listen and speak academic English outside the classroom.

- On the 2013 CELLA for Reading, the area of deficiency for ELL students is the limited opportunity to read outside the classroom.

- On the 2013 CELLA for Writing, the area of deficiency for ELL students is the limited opportunity to write outside the classroom.

Plan to Monitor Progress Toward the Goal

Follow FCIM 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: 2014 FCAT 2.0 Reading Assessment

G2. On the 2013 FCAT Writes 2.0 29% scored at or above proficiency. Our goal for 2014 is 36%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Class Zone Write Score Essay Smart

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing application due to students' not able to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT Writes 2.0

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments Interim Assessments Summative Assessments- FCAT Writes 2.0 2014

G3. On the 2013 Mathematics FCAT 2.0, 39% scored at level 3 or higher. Our goal for 2014 is 48% will score Level 3 or higher.

Targets Supported

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

Resources Available to Support the Goal

- *Edgenuity *Florida Focus Achieves

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT for Mathematics, 46% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2013 was 75%. Our target for the 2014 Mathematics FCAT is for at least 41% of students to score at level 3. Students in each group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 41% of Hispanic students scored at Level 3 or above. The goal for 2013 was 48%. Our target for the 2014 Mathematics FCAT is for at least 53% of students to score at level 3. Students in each group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 39% of ELL students scored at Level 3 or above. Our target for 2014 FCAT for Mathematics is for at least 57% of students to score at level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 18% of SWD students scored at Level 3 or above. Our target for the 2014 FCAT for Mathematics is for at least 39% of students to score at level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 17% scored at a level 3. Our target for 2014 FCAT for Mathematics is for at least 22% of students to score at a level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 8% scored at levels 4-5. Our target for 2014 FCAT for Mathematics is for at least 10% of students to score at levels 4-5. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 63% of the students made learning gains. Our target for 2014 FCAT for Mathematics is for at least 67% of students to make learning gains. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

- On the 2013 FCAT for Mathematics, 77% of the lowest 25% of students made learning gains. Our target for 2014 FCAT for Mathematics is for at least 79% of students to score a level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G4. The data for 2013 for Middle School Acceleration Performance indicate that 98% of students participated. Our goal for 2014 Middle School Acceleration Performance is at least 98% of our students to score at a level 3 or higher.

Targets Supported

Resources Available to Support the Goal
- Edgenuity, Florida Focus Achieves, Edusoft

Targeted Barriers to Achieving the Goal
- Students need to increase experience with problem solving in the areas of equations, inequalities, and systems of linear equations.

- The data for 2013 Middle School Acceleration Participation indicated that 48% of students participated in middle school accelerated course. Our goal for 2014 is for 53% of students to participate in accelerated courses.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Topic Assessments at conclusion of unit of topic in-line with the pacing guide. Benchmark Assessments at conclusion of specific benchmark being taught.

Evidence of Completion:
Formative Assessment: Baseline and Interims Summative Assessment- Results of the 2014 Algebra 1 EOC

G5. The data from the 2013 Algebra 1 EOC indicate that 39% of students scored at a level 3 or above. Our goal for the Algebra 1 EOC is at least 40% of our students to score at a level 3 or above.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Edgenuity, Florida Focus Achieves, Edusoft

Targeted Barriers to Achieving the Goal
- Students need more practice in justifying and clarifying their arguments or that of their classmates.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim

Person or Persons Responsible
Principal Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessment: Baseline and Interims Summative Assessment- Results of the 2014 Algebra 1 EOC

G6. The data from the 2013 Geometry EOC indicate that 10% of students scored at a level 3 or above. Our goal for the 2014 Geometry EOC is at least 10% of our students to score at a level 3 or above.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Discovery Education, District Pacing Guides, Supplemental Resources, Florida Focus Achieves, and Edgenuity

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 Geometry EOC administration was reporting category 1-Two-Dimensional.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments District Interim Assessments Results form 2014 Science FCAT 2.0

G7. The data from the 2013 Science FCAT 2.0 indicate that 22% of students scored at a level 3 or higher. Our goal for 2014 the 2014 Science FCAT is at least 26%of our students to score at level 3 or above..

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Discovery Education

Targeted Barriers to Achieving the Goal
- The area where students experienced the most difficulty was Category 3: Physical Science. Students were unable to apply theory to application.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments District Interim Assessments Results form 2014 Science FCAT 2.0

G8. The data from 2013 Biology EOC indicate that 23% of the students scored at a level 3 or higher. Our goal for 2014 Biology EOC is at least 23% of our students to score at level 3 or higher..

Targets Supported
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- E2020 District Pacing Guides/Supplemental Resources

Targeted Barriers to Achieving the Goal
- The Biology course and text have a large number of computer based or online activities for the students to use, yet many of our students lack access to technology at home.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interims.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

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

G9. Our goal for 2014 is to increase student participation in the STEM related activities.

Targets Supported
- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal
- Science courses offered, Fairchild Challenge, Science Fairs

Targeted Barriers to Achieving the Goal
- Students do not have STEM-related clubs to choose from.

Plan to Monitor Progress Toward the Goal

Review STEM Club attendance records.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Meeting minutes, attendance log

G10. Our goal for the 2014 school year, is to increase student awareness of careers.

Targets Supported
- CTE

Resources Available to Support the Goal
- Career Fairs

Targeted Barriers to Achieving the Goal
- There are no CTE course offerings.

Plan to Monitor Progress Toward the Goal

Plan for CTE course(s)

Person or Persons Responsible
Administrators Lead Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Academy assessment tools Articulation data

G11. The 2013 data for students with Early Warning Signs will be used to identify students who are at risk and enable the school to provide the appropriate interventions.

Targets Supported
- EWS

- EWS - Middle School

- EWS - High School

Resources Available to Support the Goal
- Counselors, TRUST Counselor, School Resource Officer, Attendance Incentives

Targeted Barriers to Achieving the Goal
- 17% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 16%.

- 16 ninth grade students were absent during the first 20 days of the 2013 school year. Our goal is to reduce this number by 5 to 11.

- Currently 11% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 10%.

- 13% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 12%.

- Currently 7% of eighth grade students fail a math course. Our goal is to reduce this number by 1 percentage point to 10%.

- Currently 9% of eighth grade students fail an English Language Arts course. Our goal is to reduce this number by 1 percentage point to 8%.

- Currently 5% of eighth grade students fail two or more courses in any subject. Our goal is to reduce this number by 1 percentage point to 4%.

- 21% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 20%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Action Plan for Improvement

Problem Solving Key

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

G1. The data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.

G1.B1 On the 2013 FCAT for Reading, 52% of Black and Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 82%. Our target for the 2014 FCAT 2.0 for Reading is for at least 44% of students to score at level 3. Students in each group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Teachers will utilize the following strategies: reciprocal teaching; opinion proofs; question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Benchmark Assessments Student work FCAT 2.0 2014

Facilitator:

Reading Contact Person

Participants:

Teachers

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

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Students will develop strong arguments with increasing proficiency.

Plan to Monitor Effectiveness of G1.B1.S1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Person or Persons Responsible

LLT

Target Dates or Schedule

bi-weekly

Evidence of Completion

Students will develop strong arguments wit increasing proficiency.

G1.B2 On the 2013 FCAT for Reading, 25% of ELL students scored at Level 3 or above. The goal for 2013 was 53%. Our target for the FCAT 2.0 for Reading is for at least 51% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 1: Vocabulary. Students need additional practice in commanding of the English language.

G1.B2.S1 The following strategies will be utilized to support students' use of context clues and multiple meanings: engaging in root word activites, personal dictionaries and instruction in different levels of content-specific words.

Action Step 1

Students will use graphic organizers, summarization activities, focus on key vocabulary, and interactive word walls.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littell Literature Series Quizzes/Tests and Interim Assessments Formative Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B3 On the 2013 FCAT for Reading, 45% of Hispanic students scored at Level 3 or above. The goal for 2013 was 53%. Our target for the 2014 FCAT 2.0 for Reading is for at least 57% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B3.S1 To improve the students weaknesses in the Informational text and Research Process category, students will utilize the following: reciprocal teaching; opinion proofs;question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

Students will analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G1.B4 On the 2013 FCAT for Reading, 19% of SWD students scored at Level 3 or above. The goal for 2013 was 38%. Our target for the 2014 FCAT 2.0 for Reading is for at least 45% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B4.S1 To improve the students weaknesses in the Informational text and Research Process category, students will utilize the following: reciprocal teaching; opinion proofs; question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

*Data Chats *FAIR and Benchmark Assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly data chats that will compare progress as indicated on the FAIR and Benchmark Assessment results

Evidence of Completion

Percent of student making adequate progress toward the benchmark is calculated.

Facilitator:

APC

Participants:

Faculty (Grade8-10)

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

*Data Chats *FAIR and Benchmark Assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly data chats that will compare progress as indicated on the FAIR and Benchmark Assessment results

Evidence of Completion

Percent of student making adequate progress toward the benchmark is calculated.

Plan to Monitor Effectiveness of G1.B4.S1

*Data Chats *FAIR and Benchmark Assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Quarterly data chats that will compare progress as indicated on the FAIR and Benchmark Assessment results

Evidence of Completion

Percent of student making adequate progress toward the benchmark is calculated.

G1.B5 On the 2013 FCAT for Reading, 24% of the students scored at Level 3. Our target for the 2014 FCAT 2.0 for Reading is at least 29% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students need additional practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B5.S1 Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Students will utilize graphic organiers to see patterns and summarize the main points. Students will cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including Benchmarks

Action Step 2

Students will analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including Benchmarks

Facilitator:

APC

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Formative Assessment- McDougal Littal Literature Series, Quizzes/tests and Interim Assessments

G1.B6 On the 2013 FCAT for Reading, 19% of the students scored at Levels 4-5. Our target for the 2014 FCAT 2.0 for Reading is at least 22% of students to score levels 4-5. Students in this group exhibited difficulty with Reporting Category Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B6.S1 Students will be provided the opportunity to utilize the following: note-taking skills, summarization, questioning, and analysis of text structure.

Action Step 1

Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;; identify false statements and fallacious reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark.

Action Step 2

Students will be given opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark.

Action Step 3

Students will be exposed to rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmark.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLt

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Lital Literature Series Quizzes/Tests and Interim Assessments

G1.B7 On the 2013 FCAT for Reading, 67% of the students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 70% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students in this group lacked time on task mastering reading comprehension strategies.

G1.B7.S1 Students will have an opportunity to practice various reading comprehension strategies in the classroom.

Action Step 1

Students will participate in the Reading Plus computer-based silent reading intervention program that incorporates differentiated instruction methods to develop essential visual and perceptual skills, while providing individualized scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Person or Persons Responsible

Teacher

Target Dates or Schedule

September 24, 2013

Evidence of Completion

Student work and site generated assessments including Benchmarks

Facilitator:

APC

Participants:

Reading and Social Studies Teachers(grades 8th-10th)

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

Following FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littal Literature Series Quizzes/tests and Interim Assessments

G1.B8 On the 2013 FCAT for Reading,71% of the lowest 25% students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 74% of students to score a level 3. Students in this group lacked exposure to higher order thinking strategies.

G1.B8.S1 Students in the lowest 25% will be required to take an Intensive Reading Course that will focus on the primary tested benchmarks, as well as targeted reading skills.

Action Step 1

Students will be provided instruction utillizing flexible grouping during DI teacher directed or whole group mini lessons with emphasis on areas of identified weaknesses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

APC

Participants:

Teachers

Action Step 2

Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Provide more exposure to research-based practices such as affixes, word sorting, multiple meanings, read-alouds, fluency drills and repeated readings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Language! Assessments JRN Assessments Quizzes/Tests and Interim Assessments

G1.B9 On the 2013 CELLA for listening and speaking, the area of deficiency for ELL students is the limited opportunity to listen and speak academic English outside the classroom.

G1.B9.S1 Teachers will use paraphrase and repetition to model proper use of language while providing support in listening.

Action Step 1

Think alouds and cooperative learning in the form of group projects will be implemented to provide support during speaking activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Students will engage in Achieve3000 program, computer-based listening/speaking activities embedded in the program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve3000 reports, student work, and site generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Achieve3000 Quizzes/tests Interim Assessments

G1.B10 On the 2013 CELLA for Reading, the area of deficiency for ELL students is the limited opportunity to read outside the classroom.

G1.B10.S1 Teachers will active prior knowledge and differentiate instruction when presenting new material.

Action Step 1

Build vocabulary daily through the use of word walls, vocabulary drills, and dictionary activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littal Literature Series Quizzes/Tests and Interim Assessments

G1.B11 On the 2013 CELLA for Writing, the area of deficiency for ELL students is the limited opportunity to write outside the classroom.

G1.B11.S1 ELL students will write daily to increase their fluency in the written language.

Action Step 1

Reading response journals will be kept by ELL students

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Rubrics will be used by teachers to provide clear criteria for evaluating writing pieces.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Quizzes/Tests and Interim Assessments

G2. On the 2013 FCAT Writes 2.0 29% scored at or above proficiency. Our goal for 2014 is 36%.

G2.B1 The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing application due to students' not able to present detailed evidence, examples, and reasoning to support effective arguments.

G2.B1.S1 Students will be given multiple opportunities to write over extended time frames to develop effective arguments and logical reasoning.

Action Step 1

Formulate a writing plan which includes developing a writing portfolio that showcases all elements of the writing process: pre-writing, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Teachers will model effective writing techniques by using, the FCAT 2.0 Writing rubric, exemplar papers, anchor papers, sentence variety, writer's purpose, and how to target an audience.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Students will introduce precise claim(s) from alternate or opposing claim(s), and crate an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments McDougal Littell Literature Series Quizzes/Tests and Interim Assessments

G3. On the 2013 Mathematics FCAT 2.0, 39% scored at level 3 or higher. Our goal for 2014 is 48% will score Level 3 or higher.

G3.B1 On the 2013 FCAT for Mathematics, 46% of Black and Economically Disadvantaged students scored at a Level 3 or above. The goal for 2013 was 75%. Our target for the 2014 Mathematics FCAT is for at least 41% of students to score at level 3. Students in each group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B1.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Student will present and justify the solution to a mathematical problem using different representations such as written expressions, equations, and graphs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B2 On the 2013 FCAT for Mathematics, 41% of Hispanic students scored at Level 3 or above. The goal for 2013 was 48%. Our target for the 2014 Mathematics FCAT is for at least 53% of students to score at level 3. Students in each group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement. Teachers will provide students opportunities to practice justifying their solutions to problems and developing their algebraic problem solving skills. Students will utilize the research-based computer program, Reflex.

Action Step 1

Student will present and justify the solution to a mathematical problem using different representations such as written expressions, equations, and graphs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments Topic Assessments

G3.B3 On the 2013 FCAT for Mathematics, 39% of ELL students scored at Level 3 or above. Our target for 2014 FCAT for Mathematics is for at least 57% of students to score at level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B3.S1 Develop students' ability to make sense of real world application problems 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.

Action Step 1

Students will practice checking and reflecting on their answer to a problem and decide whether the solution makes sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B4 On the 2013 FCAT for Mathematics, 18% of SWD students scored at Level 3 or above. Our target for the 2014 FCAT for Mathematics is for at least 39% of students to score at level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B4.S1 Develop students' ability to make sense of real world application problems 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.

Action Step 1

Students will practice checking and reflecting on their answer to a problem and decide whether the solution makes sense.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> LLT
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> **Target Dates or Schedule**
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> Bi-weekly
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> **Evidence of Completion**
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> Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> LLT
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> **Target Dates or Schedule**
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> Bi-weekly
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> **Evidence of Completion**
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> Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B5 On the 2013 FCAT for Mathematics, 17% scored at a level 3. Our target for 2014 FCAT for Mathematics is for at least 22% of students to score at a level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B5.S1 Develop students' ability to make sense of real world application problems involving operations on real numbers and analyzing and summarizing data sets by using think-a-louds verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking. The "Step It Up" model will be implemented to assist students with the process of solving real world problems. Using this protocol, will enable teachers to utilize various strategies, such as, student collaboration and connecting prior knowledge through questioning to help students make sense of their answers.

Action Step 1

Students will practice checking and reflecting their answer to a problem and decide if the solution makes sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B6 On the 2013 FCAT for Mathematics, 8% scored at levels 4-5. Our target for 2014 FCAT for Mathematics is for at least 10% of students to score at levels 4-5. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B6.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with solving real-world problems using operations on real numbers and analyzing and summarizing data sets.

Action Step 1

Develop a format for students to present and justify the solution to a mathematical problem using different representations such as written expressions, equations, tables, and graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> **Target Dates or Schedule**
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> Bi-weekly
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> **Evidence of Completion**
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> Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> **Target Dates or Schedule**
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> **Evidence of Completion**
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> Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B7 On the 2013 FCAT for Mathematics, 63% of the students made learning gains. Our target for 2014 FCAT for Mathematics is for at least 67% of students to make learning gains. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B7.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Student will present and justify the solution to a mathematical problem using different representations such as written expressions, equations, and graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G3.B8 On the 2013 FCAT for Mathematics, 77% of the lowest 25% of students made learning gains. Our target for 2014 FCAT for Mathematics is for at least 79% of students to score a level 3. Students this group exhibited difficulty with Geometry and Measurement. Students need additional practice in spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas.

G3.B8.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of geometry and measurement.

Action Step 1

Student will present and justify the solution to a mathematical problem using different representations such as written expressions, equations, and graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> **Target Dates or Schedule**
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> Bi-Weekly
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> **Evidence of Completion**
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> Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
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> LLT
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> **Target Dates or Schedule**
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> Bi-weekly
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> **Evidence of Completion**
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> Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G4. The data for 2013 for Middle School Acceleration Performance indicate that 98% of students participated. Our goal for 2014 Middle School Acceleration Performance is at least 98% of our students to score at a level 3 or higher.

G4.B1 Students need to increase experience with problem solving in the areas of equations, inequalities, and systems of linear equations.

G4.B1.S1 Students use graphic organizers to explore and make arguments about relationships among sets.

Action Step 1

Develop a format for students to work cooperatively to develop a logical progression of a solution to a mathematical problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark assessments.

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

At the conclusion of each topic, topic assessments will be administered. Benchmark Assessments will be administered as well. The data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

At the conclusion of each topic, topic assessments will be administered. Benchmark Assessments will be administered as well. The data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G4.B2 The data for 2013 Middle School Acceleration Participation indicated that 48% of students participated in middle school accelerated course. Our goal for 2014 is for 53% of students to participate in accelerated courses.

G4.B2.S1 Identify additional students who met the criteria to participate in middle school accelerated courses.

Action Step 1

Teachers and counselors will work cooperatively to rigorously identify students by examining student data and student product to determine eligibility for participation.

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Articulation forms

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

Student progress will be closely examined to determine if he or she would benefit from an accelerated course.

Person or Persons Responsible

Teachers, Counselors, Department Chairpersons, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments, Interims

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, quarterly data reports will be reviewed and discussed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Benchmark Assessments, Interims, 2014 FCAT results

G5. The data from the 2013 Algebra 1 EOC indicate that 39% of students scored at a level 3 or above. Our goal for the Algebra 1 EOC is at least 40% of our students to score at a level 3 or above.

G5.B1 Students need more practice in justifying and clarifying their arguments or that of their classmates.

G5.B1.S1 Students use graphic organizers to explore and make arguments about relationships among sets.

Action Step 1

Develop a format for students to work cooperatively to develop a logical progression of a solution to a mathematical problem using the STEP IT UP Protocal.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark assessments.

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

At the conclusion of each topic, topic assessments will be administered. Benchmark Assessments will be administered as well. The data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments Benchmark Quizzes

Plan to Monitor Effectiveness of G5.B1.S1

At the conclusion of each topic, topic assessments will be administered. Benchmark Assessments will be administered as well. The data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Math Book Series Quizzes/Tests Interim Assessments

G6. The data from the 2013 Geometry EOC indicate that 10% of students scored at a level 3 or above. Our goal for the 2014 Geometry EOC is at least 10% of our students to score at a level 3 or above.

G6.B1 The area of deficiency as noted on the 2013 Geometry EOC administration was reporting category 1-Two-Dimensional.

G6.B1.S1 Students must obtain increased use of the available tools when solving a mathematical problem.

Action Step 1

The students will engage in hands-on/interactive activities to review benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, data will be analyzed on the quarterly basis and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, data will be analyzed on the quarterly basis and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Quizzes/Tests Interim Assessments Geometry EOC

G7. The data from the 2013 Science FCAT 2.0 indicate that 22% of students scored at a level 3 or higher. Our goal for 2014 the 2014 Science FCAT is at least 26%of our students to score at level 3 or above..

G7.B1 The area where students experienced the most difficulty was Category 3: Physical Science. Students were unable to apply theory to application.

G7.B1.S1 Ensure active participation by student in the investigation and interpretation of subject to include; gathering, analyzing, visualizing, modeling, and communicating their findings

Action Step 1

Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Science department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments Quizzes/Tests Interim Assessments

G8. The data from 2013 Biology EOC indicate that 23% of the students scored at a level 3 or higher. Our goal for 2014 Biology EOC is at least 23% of our students to score at level 3 or higher..

G8.B1 The Biology course and text have a large number of computer based or online activities for the students to use, yet many of our students lack access to technology at home.

G8.B1.S1 Promote the use of instructional technology to enhance and remediate student conceptual understanding of Biology.

Action Step 1

Increase students' exposure to real world applications and simulations

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Biology Interim Assessments Student work

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

District Biology Interim Assessments Formative Assessments

G9. Our goal for 2014 is to increase student participation in the STEM related activities.

G9.B1 Students do not have STEM-related clubs to choose from.

G9.B1.S1 Increase the number of STEM-related extra-curricular activities.

Action Step 1

Hold a club rush week. Students sign up for club(s) and attend monthly meetings. Students will participate in club activities such as Science Fair, SECME, Fairchild Challenge etc.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of clubs created and club rush week attendance

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

Promote clubs through the Math and Science classes

Person or Persons Responsible

Math and Science Teachers Lead Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Number of students who sign up during Club Rush Week

Plan to Monitor Effectiveness of G9.B1.S1

Review enrollment in clubs such as SECME, Math Honor Society

Person or Persons Responsible

Math and Science Teachers Lead Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Logs Meeting minutes

G10. Our goal for the 2014 school year, is to increase student awareness of careers.

G10.B1 There are no CTE course offerings.

G10.B1.S1 Conduct self-assessment of career academies using National Career Academy Coalition resources.

Action Step 1

Promote CTE awareness, through activities such as CTE Month in Feb. 2014 and Career Fairs

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance log from activities

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

Monitor the amount of students who have requested CTE courses. Articulation forms Student feedback

Person or Persons Responsible

Administration Lead teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Report for articulation meetings from 9th grade and 10th grade; incoming 9th graders

Plan to Monitor Effectiveness of G10.B1.S1

Increase the number of students who have requested CTE courses.

Person or Persons Responsible

Administration Lead Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Articulatiion Forms

G11. The 2013 data for students with Early Warning Signs will be used to identify students who are at risk and enable the school to provide the appropriate interventions.

G11.B1 17% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 16%.

G11.B1.S1 Counselors and administrators will review expectations of attendance requirements at grade level orientations within the first week of school.

Action Step 1

LLT will review expectations of attendance and notification of the elimination of activities based on chronic tardiness and/or absenteeism.

Person or Persons Responsible

LLT

Target Dates or Schedule

First week of school

Evidence of Completion

Power point and Memo

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

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G11.B2 16 ninth grade students were absent during the first 20 days of the 2013 school year. Our goal is to reduce this number by 5 to 11.

G11.B2.S1 Ninth grade students with excessive absences contacted by Student Services

Action Step 1

Letters will be mailed home informing parents of student attendance issues.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mailed letters and phone logs

Action Step 2

A connect-ed message will be sent for every absence.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Phone logs

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Following the FCIM model, quarterly data reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G11.B3 Currently 11% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 10%.

G11.B3.S1 Students in danger of failing two or more courses will be targeted for credit retrieval.

Action Step 1

Students will receive credit check through student services. Explore appropriate credit and GPA recovery options with student services.

Person or Persons Responsible

Students Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student Services History

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Following the FCIM model, Credit History checks will be conducted by counselors.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Per semester

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, Credit History reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Per Semester

Evidence of Completion

VACS Screen with completed courses. Credit history reports

G11.B4 13% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 12%.

G11.B4.S1 Engage in the use of alternatives to suspension to limit the amount of instructional time that is lost.

Action Step 1

Students receive a copy of the Progressive Code of Discipline at the start of school.

Person or Persons Responsible

Teachers

Target Dates or Schedule

First two weeks of school and ongoing(registrations throughout the school year)

Evidence of Completion

Signatures of parents and students

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Following the FCIM model, quarterly data reports will be reviewed and instruction/intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B4.S1

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G11.B5 Currently 7% of eighth grade students fail a math course. Our goal is to reduce this number by 1 percentage point to 10%.

G11.B5.S1 Students in danger of failing a math course will be targeted for credit retrieval.

Action Step 1

Explore appropriate credit recovery options with student services.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student History

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Following the FCIM model, credit history check will be conducted by counselors

Person or Persons Responsible

Counselors

Target Dates or Schedule

Per Semester

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B5.S1

Following the FCIM model, Credit history reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Per Semester

Evidence of Completion

VACS screen with completed courses. Credit History reports

G11.B6 Currently 9% of eighth grade students fail an English Language Arts course. Our goal is to reduce this number by 1 percentage point to 8%.

G11.B6.S1 Students in danger of failing an English Language Arts course will be targeted for credit retrieval.

Action Step 1

Explore appropriate credit recovery options with student services.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student Service History

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Following the FCIM model, credit history reports will be conducted by counselors.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Per semester

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B6.S1

Following the FCIM model, credit history reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Per Semester

Evidence of Completion

VACS screen with completed courses. Credit history reports

G11.B7 Currently 5% of eighth grade students fail two or more courses in any subject. Our goal is to reduce this number by 1 percentage point to 4%.

G11.B7.S1 Students in danger of failing two or more courses will be targeted for credit retrieval.

Action Step 1

Explore appropriate credit recovery options with student services.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student service history

Plan to Monitor Fidelity of Implementation of G11.B7.S1

Following the FCIM model, credit history checks will be conducted by counselors.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Per semester

Evidence of Completion

District generated reports will be used to monitor absences fnd grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G11.B7.S1

Following the FCIM model, credit history checks will be conducted by counselors.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Per semester

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G11.B8 21% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 20%.

G11.B8.S1 Teachers will determine minor behavior issues per the school's progressive discipline through the use of Positive Behavior Support and Classroom Management strategies.

Action Step 1

Teachers will give student an initial verbal warning when the student is mildly disruptive.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs Grade-book

Plan to Monitor Fidelity of Implementation of G11.B8.S1

Teachers will assign students with mild behavior issues a detention n order to prevent an administrative referral.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Detention Logs

Plan to Monitor Effectiveness of G11.B8.S1

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

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Histories

Coordination and Integration

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

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. The Curriculum Coach and Department Chairs develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Other components that are integrated into the school wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations

such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

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

Services are provided through the District for education materials and ELL District support services such as parent outreach activities, tutorial programs, and reading and supplementary instructional materials to improve the education of immigrant and English Language Learners.

Title X- Homeless

CBA, Centennial Campus through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Programs such as the Homeless Children and Youth Program assist schools with the identification, enrollment, attendance,and transportation of homeless students. Training by the Homeless Liaison for registrars on the procedures for enrolling homeless students and for school counselors ensures children are not to be stigmatized or separated, segregated or isolated on their status and are provided with all entitlements.

N/A

Violence Prevention Programs

N/A

Nutrition Programs

1)CBA 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.

Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for
how to acquire the skills necessary to take advantage of those opportunities.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.
Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training
N/A
Other
CBA will involve parents in the planning and implementation of the Title I Program and extend an open invitation to utilize our school's Parent Resource Center in order to:
• inform parents regarding available programs
• their rights under No Child Left Behind and other referral services.
• Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student)
• our school's Title I Parental Involvement Policy
• scheduling the Title I Orientation Meeting (Open House)
• other documents/activities necessary in order to comply with dissemination and reporting requirements
• Conduct informal parent surveys to determine specific needs of our parents
• schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement
• Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07)
• submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.

G1.B1 On the 2013 FCAT for Reading, 52% of Black and Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 82%. Our target for the 2014 FCAT 2.0 for Reading is for at least 44% of students to score at level 3. Students in each group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

PD Opportunity 1

Teachers will utilize the following strategies: reciprocal teaching; opinion proofs; question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

Facilitator

Reading Contact Person

Participants

Teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Benchmark Assessments Student work FCAT 2.0 2014

G1.B4 On the 2013 FCAT for Reading, 19% of SWD students scored at Level 3 or above. The goal for 2013 was 38%. Our target for the 2014 FCAT 2.0 for Reading is for at least 45% of students to score at level 3. Students in this group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B4.S1 To improve the students weaknesses in the Informational text and Research Process category, students will utilize the following: reciprocal teaching; opinion proofs; question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

PD Opportunity 1

*Data Chats *FAIR and Benchmark Assessments

Facilitator

APC

Participants

Faculty (Grade8-10)

Target Dates or Schedule

Quarterly data chats that will compare progress as indicated on the FAIR and Benchmark Assessment results

Evidence of Completion

Percent of student making adequate progress toward the benchmark is calculated.

G1.B5 On the 2013 FCAT for Reading, 24% of the students scored at Level 3. Our target for the 2014 FCAT 2.0 for Reading is at least 29% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students need additional practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B5.S1 Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

PD Opportunity 1

Students will analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Facilitator

APC

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including Benchmarks

G1.B7 On the 2013 FCAT for Reading, 67% of the students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 70% of students to score a level 3. Students in this group exhibited difficulty with Reporting Category 2: Reading Application. Students in this group lacked time on task mastering reading comprehension strategies.

G1.B7.S1 Students will have an opportunity to practice various reading comprehension strategies in the classroom.

PD Opportunity 1

Students will participate in the Reading Plus computer-based silent reading intervention program that incorporates differentiated instruction methods to develop essential visual and perceptual skills, while providing individualized scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Facilitator

APC

Participants

Reading and Social Studies Teachers(grades 8th-10th)

Target Dates or Schedule

September 24, 2013

Evidence of Completion

Student work and site generated assessments including Benchmarks

G1.B8 On the 2013 FCAT for Reading,71% of the lowest 25% students made learning gains. Our goal for the 2014 FCAT 2.0 for Reading is at least 74% of students to score a level 3. Students in this group lacked exposure to higher order thinking strategies.

G1.B8.S1 Students in the lowest 25% will be required to take an Intensive Reading Course that will focus on the primary tested benchmarks, as well as targeted reading skills.

PD Opportunity 1

Students will be provided instruction utillizing flexible grouping during DI teacher directed or whole group mini lessons with emphasis on areas of identified weaknesses.

Facilitator

APC

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.	$800
	Total	$800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
EESAC		$800	$800
Total		$800	$800

Budget Details

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

G1. The data from the 2013 Reading FCAT 2.0 indicate that 44% of students scored at a level 3 or above. Our goal for the 2014 Reading FCAT 2.0 is at least 52% of our students to score at level 3 or above.

G1.B1 On the 2013 FCAT for Reading, 52% of Black and Economically Disadvantaged students scored at Level 3 or above. The goal for 2013 was 82%. Our target for the 2014 FCAT 2.0 for Reading is for at least 44% of students to score at level 3. Students in each group exhibited difficulty with Reporting Category 4: Informational Text/Research Process. Students need additional exposure to informational text.

G1.B1.S1 Provide students with opportunities to use informational text to strengthen arguments to support their answers.

Action Step 1

Teachers will utilize the following strategies: reciprocal teaching; opinion proofs; question-and answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Program

Resource

Incentives for computer-based reading programs.(Reading Plus, Achieve3000...)

Funding Source

EESAC

Amount Needed

$800