2013-2014 SCHOOL IMPROVEMENT PLAN

Alonzo And Tracy Mourning Senior High Biscayne Bay Campus

2601 NE 151ST ST
Miami, FL 33160
305-919-2000
http://atmourning.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	65%

Alternative/ESE Center	Charter School	Minority Rate
No	No	74%

School Grades History

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

Alonzo & Tracy Mourning Senior High Biscayne

Principal

Lisa B. Garcia

School Advisory Council chair

Sergio Martin

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

Name	Title
Lisa B. Garcia	Principal
Eddie D. Medina	Assistant Principal
Stephanie M. Tudor	Assistant Principal
David Hart	Assistant Principal
Barry Jones	SPED Department Chairperson
Lawrence Cooper	Student Service Department Chairperson
Elizabeth Mitchell	Social Worker
Katie Donaudy	Psychologist
Leslie Rivera	Reading Coach
Mark Gottfried	Science Department Chairperson
Zaida Hernandez	Test Chairperson
Margie Prieto	ELL Department Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support, student – 1, Business/ Community Representative – 3)

Involvement of the SAC in the development of the SIP

The School Advisory Council:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan;

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) at Alonzo and Tracy Mourning Senior High provides an unbiased forum for professional and community collaboration among all stakeholders in order to foster a learning environment that supports the school's vision and mission. The EESAC is the sole governing and decision-making body for the implementation of the School Improvement Plan. The purpose of the EESAC is to work to insure improved student achievement. In order to meet these goals, EESAC engages in the following activities: prepares and evaluates the School Improvement Plan (SIP); assists in the preparation of the school's annual budget; assists in the preparation and delivery of necessary and appropriate educational programs and services; supports all stakeholders in their interests related to the improvement of student achievement. Decisions on courses of action result from discussion of issues and the arrival at group consensus as the primary function of EESAC Members monthly meetings which are advertised and open to the public. During these sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. All recommendations or decisions made by the EESAC shall be consistent with the FCIM, the Competency Based Curriculum (CBC), the State vocational/business standards, pertinent Academy curricula, and the New Generation Sunshine State Standards strands and benchmarks, to ensure continuity, alignment, and achievement. The EESAC convenes once a month. All issues and requests brought before it for consideration must be justified as items necessary for enhancing and improving the goals and objectives of the School Improvement Plan, and thus the services provided to our students. The EESAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the EESAC is kept apprised of the staffing allocation considerations as well. All agenda items that the EESAC considers is tied to resource allocation for the purpose of enhancing student achievement.

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

A school wide incentive plan will be created for all grade levels to motivate students to actively participate in assessments.

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

N/A

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

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa B. Garcia		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Degree in Specific Learning Disabilities; Master's Degree in Special Education; Specialist Degree in Educational Leadership Certifications/Endorsements Special Education K-12; Educational Leadership K-12
Performance Record	2013 – Pending Rdg. Proficiency, 54% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% 52 points Rdg. AMO –54 Math AMO–62 2012 – B Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -D High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -D High Standards-Rdg. 28 High Standards-Math 62 Lrng Gains-Rdg. 47 Lrng. Gains-Math 72

Gains R-25 68
Gains M-25 68
2009 -C
High Standards-Rdg. 25
High Standards-Math 57
Lrng Gains-Rdg. 23
Lrng. Gains-Math 72
Gains R-25 46
Gains M-25 70

David Hart		
Asst Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	BS- Music Engineering, University of Miami MS- Educational Leadership, NOVA Certifications/ Endorsements: Elementary Education, Educational Leadership
Performance Record	2013 – Pending Rdg. Proficiency, 54% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% 52 points Rdg. AMO –54 Math AMO–62 2012 – A Rdg. Proficiency, 59% Math Proficiency, 60% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% 64 points Math Imp. of Lowest 25% 40 points Rdg. AMO – Math AMO– 2011 -B High Standards-Rdg. 54 High Standards-Math 62 Lrng Gains-Rdg. 64 Lrng. Gains-Math 67 Gains R-25 67 Gains M-25 52 2010 -C High Standards-Rdg. 54 High Standards-Math 81 Lrng Gains-Rdg. 57 Lrng. Gains-Math 78 Gains R-25 61 Gains M-25 61

2009 -A
High Standards-Rdg. 61
High Standards-Math 81
Lrng Gains-Rdg. 32
Lrng. Gains-Math 74
Gains R-25 71
Gains M-25 82

Eddie Medina		
Asst Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	• MS - Education Leadership – Nova University • BA – Physical Ed.– FIU Certifications/Endorsements Physical Education K-12 Educational Leadership K-12
Performance Record	2013 – Pending Rdg. Proficiency, 54% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% 52 points Rdg. AMO –54 Math AMO– 62 2012 – C Rdg. Proficiency, 52% Math Proficiency, 68% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% 54 points Rdg. AMO – Math AMO– 2011 -C High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -C High Standards-Rdg. 48 High Standards-Math 79 Lrng Gains-Rdg. 51 Lrng. Gains-Math 80 Gains R-25 771 Gains M-25 71 2009 -C High Standards-Rdg. 73 High Standards-Math 70

Lrng Gains-Rdg. 45
Lrng. Gains-Math 70
Gains R-25 76
Gains M-25 65

Stephanie Tudor		
Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials	BBA- Politics and Public Affairs, University of Miami MS- Mental Handicaps, NOVA Southeastern University, Ed.S.- Educational Leadership, NOVA Southeastern University, Certifications/ Endorsements: Mental Handicaps K -12, Social Studies 6-12, Educational Leadership, Gifted
Performance Record	2013 – Pending Rdg. Proficiency, 54% Math Proficiency, 62% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% - 52 points Rdg. AMO –54 Math AMO– 62 2012 – A Rdg. Proficiency, 59% Math Proficiency, 60% Rdg. Lrg. Gains, 67 points Math Lrg. Gains,50 points Rdg. Imp. of Lowest 25% 64 points Math Imp. of Lowest 25% - 40points Rdg. AMO – Math AMO– 2011 -B High Standards-Rdg. 54 High Standards-Math 62 Lrng Gains-Rdg. 64 Lrng. Gains-Math 67 Gains R-25 67 Gains M-25 52 2010 -C High Standards-Rdg. 54 High Standards-Math 81

Lrng Gains-Rdg. 57
Lrng. Gains-Math 78
Gains R-25 61
Gains M-25 61
2009 -D
High Standards-Rdg. 46
High Standards-Math 74
Lrng Gains-Rdg. 51
Lrng. Gains-Math 77
Gains R-25 58
Gains M-25 73

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rivera, Leslie		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA in English Literature – FIU Certifications and Endorsements: Reading and English MS Ed. Leadership in progress - FSU
Performance Record	2013-Pending Rdg. Proficiency, 43% Math Proficiency, 45% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 78 points Math Imp.of Lowest 25% - 58 points Rdg. AMO – Math AMO– 2012-C Rdg. Proficiency, 40% Math Proficiency, 43% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 65 points 2011-D Rdg. Proficiency, 44% Math Proficiency, 38% Rdg. Lrg. Gains, 84 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. of Lowest 25% - 57 points 2010 -C High Standards-Rdg. 54 High Standards-Math 81 Lrng Gains-Rdg. 57 Lrng. Gains-Math 78 Gains R-25 61 Gains M-25 61

Classroom Teachers

# of classroom teachers

83

 # receiving effective rating or higher
82, 99%

 # Highly Qualified Teachers
55%

 # certified in-field
83, 100%

 # ESOL endorsed
10, 12%

 # reading endorsed
7, 8%

 # with advanced degrees
39, 47%

 # National Board Certified
4, 5%

 # first-year teachers
5, 6%

 # with 1-5 years of experience
12, 14%

 # with 6-14 years of experience
40, 48%

 # with 15 or more years of experience
26, 31%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

The administration, reading coach and the iHEAT district support team will provide support and professional development opportunities that develop the staff as professionals and increase their effectiveness in the classroom.

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

Mentoring and induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers. Teachers will meet regularly to discuss the following : best practices, effective classroom practices, lesson planning and other topics.

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

MTSS Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The team meets to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments from Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, the team provides feedback on revising the strategies needed.

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

Lisa Garcia, Principal, David Hart, Assistant Principal; Eddie Medina, Assistant Principal, and Stephanie Tudor, Assistant Principal will schedule and facilitate regular RtI meeting, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrators, the school Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Margie Prieto, ELL Department Chair
• Barry Jones, SPED Chair
• Lawrence Cooper, Student Services Department Chair
• Elizabeth Mitchell, Social Worker
• Katie Donaudy, Psychologist
• Leslie Rivera, Reading Coach
• Dr. Mark Gottfried, Science Department Chair
• Zaida Hernandez,, Test Chairperson

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

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provided with effective core instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI Team four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR/PMRN assessment
• Baseline and Interim assessments
• CELLA reports
• State/Local Math and Science assessments
• FCAT /EOC results
• Readiong Plus data
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Team climate surveys
• Attendance
Referrals to special education programs
Describe the plan to train staff on MTSS.
The district professional development and support will include:
1. Training for all administrators in the MTSS/RtI Team problem solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI Team principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI Team organized through feeder patterns.

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

Professional development will be provided on an on-going basis in order to ensure that teachers will be familiar with the requirements of the MTSS process. By monitoring data , teachers will be able to identify areas of non proficiency and modify the instructional focus of their lessons.

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: 7,200

Provide identified students with additional remediation through before and after school in the areas of Reading, Algebra 1, Geometry.
Provide before and after school volunteer tutoring.
Inform students to register for the PAL peer to peer tutoring offered after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

District interim data will be used to determine effectiveness of strategies used.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal of Curriculum, reading coach and test chair.

Strategy: Weekend Program

Minutes added to school year: 2,520

Provide identified students with additional remediation through Saturday Academy in the areas of Reading, Algebra 1, Geometry, Biology and U.S. History.

Strategy Purpose(s)

- Instruction in core academic subjects

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

District interim data will be used to determine effectiveness of strategies used.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal of Curriculum, reading coach and test chair.

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Garcia	Principal
Stephanie Tudor	Assistant Principal
John Roe	Mathematics Chairperson
Sergio Martin	Language Arts Chairperson

Name	Title
Mark Gottfried	Science Chairperson
Joe Perez	Physical Education Chairperson
Margie Prieto	ELL Chairperson
Molly Diallo	Social Studies Chairperson
Lawrence Cooper	Student Services Chairperson
Barry Jones	SPED Chairperson
Beverly Cameron	Career and Technical Education Chairperson
Zaida Hernandez	Test Chairperson
Leslie Riviera	Reading Coach

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.
The reading coach will share her expertise in reading instruction and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms,conferencing with teachers and administrators, and providing professional development.

Major initiatives of the LLT

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the LLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

Alonzo and Tracy Mourning Senior High will be implementing Literacy Across the Curriculum Plan that involves all our teachers. All of our electives and non-tested content areas, will be assigned a content cluster that correlates best with their curriculum. Teachers will be using openers based on school-wide instructional focused calendar and Reading Task Cards. The following professional development topics will be provided through our Professional Learning Communities (PLC), Early Release Days, and Professional Development Days:
• Utilizing the Reading Task Cards
• Utilizing student data to modify instruction (Data Chats)

• School wide Instructional Focus Calendars
• Writing in the Content Area
• Differentiated Instruction
• Infusing Common Core Standards through content area classes.
All departments will be collaborating through the PLC meetings.

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

Applied and integrated courses are found in the Academy of Hospitality and Tourism (AOHT), Academy of Information Technology (IT), Scholars Academy, Academy of Legal Studies, leadership development and an on-going partnership with George T. Baker Aviation and Florida International University. Students are provided opportunities for internships and technology certifications.

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

Academic and career planning are provided by Guidance Counselors, Academy Leaders, and College Advisement Placement Counselor.
Students are able to participate in college recruitment seminars,college tour and school based and district college fairs.
Academy students are able to participate in community based internships.

Strategies for improving student readiness for the public postsecondary level

The district ConectEdu program is available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the SAT/ACT and postsecondary academia. We will continue to track all of our 11th graders who scored a Level 3 or higher on the FCAT Reading or Algebra/Geometry EOC Exam and encourage them to take the SAT, ACT, and/or PERT, in order to determine their "readiness" for postsecondary academia.

PSAT will be administered to all tenth graders and to those ninth grade students demonstrating mastery in their courses and on informal and formal assessments.

Small group counseling will be established to assist students in proper course selection. Provide information guidelines for steps to college. Host college visitations.

The school has added on campus dual enrollments courses in Economics, Introduction to Education, and Teaching Diverse Populations.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	54%	No	70%
American Indian				
Asian	74%	0%	No	77%
Black/African American	52%	38%	No	57%
Hispanic	66%	52%	No	69%
White	77%	67%	No	79%
English language learners	33%	16%	No	39%
Students with disabilities	45%	27%	No	51%
Economically disadvantaged	59%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	195	21%	34%
Students scoring at or above Achievement Level 4	280	31%	36%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	94	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	65	36%	42%

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.		80%	82%

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	324	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%		No	69%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic	65%		No	69%
White	71%		No	74%
English language learners	58%		No	62%
Students with disabilities	58%		No	62%
Economically disadvantaged	62%		No	66%

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	65%	62%	No	69%
American Indian		0%		
Asian		0%		
Black/African American	53%	48%	No	58%
Hispanic	65%	60%	No	69%
White	71%	77%	Yes	74%
English language learners	58%	38%	No	62%
Students with disabilities	58%	29%	No	62%
Economically disadvantaged	62%	56%	No	66%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		52%	57%

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.		70%	73%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	34%	38%
Students scoring at or above Achievement Level 4	69	19%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	27%	30%
Students scoring at or above Achievement Level 4	161	36%	37%

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	164	36%	39%
Students scoring at or above Achievement Level 4	94	21%	22%

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)	45		50
Participation in STEM-related experiences provided for students	125	36%	37%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	326	18%	19%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		95%	96%
Students taking one or more advanced placement exams for STEM-related courses	127	7%	8%
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			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	382	20%	19%
Students in ninth grade with one or more absences within the first 20 days	127	29%	28%
Students in ninth grade who fail two or more courses in any subject	116	25%	24%
Students with grade point average less than 2.0	333	19%	18%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	352	20%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	107	6%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	25	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	226	90%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	31	76%	78%
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

Hold evening parent workshops to ensure parents and students are apprised of their current college requirements and the resources available to them.
• CAP adviser and administration will meet with seniors to distribute college information, Sat/ACT information, FASFA information, scholarship opportunities and course recovery options.
• New Student Parent Orientation
• Back to School night
• At risk parent night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percentage of senior parents who participate in parent engagement opportunities.	227	53%	54%
To increase the percentage of parents who participate in parent engagement opportunities.	895	48%	49%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.

G2. During 2013, 20 percent of students missed 10 percent of more of instructional time, 20 percent received behavior referrals and 6 percent of the referrals led to suspension. The 2014 goal is to decrease by each area by 1 percent

G3. In 2013, 1 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years. Our goal is to maintain te percentages and increase by 2 percent the at-risk graduates.

G4. In 2013, 36 percent of parents participated in at least one school wide activity. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

G5. The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.

G6. The results of the 2013 EOC indicate that 62% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to increase 7 percentage of student achieving proficiency at 69%.

G7. Analysis of the 2013 PERT mathematics data indicates 70% of students taking the PERT achieved college ready scores. Our goal is to increase 3 percentage points of students scoring college ready to 73%

G8. 80 % of on-time graduates taking the PERT scored proficient and were considered "college ready." The 2013-2014 school year is to increase two percentage of on-time graduates for students who take the PERT to be college ready is 82%.

G9. The results of the 2013 Algebra 1 End-of-Course Exam indicate that 53% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 5 percentage points to 58%.

G10. The results of the 2013 Geometry End-of-Course Exam indicate that 62% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points to 69%.

G11. The results of the 2013 Biology End-of-Course Exam indicate that 36% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 39%.

G12. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the enrollment in accelerated STEM courses.

G13. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G14. The results of the 2013 U.S.History End-of-Course Exam indicate that 67% of students scored at or above the middle third. Our goal for the 2013-2014 school year is to maintain this percentage.

Goals Detail

G1. The results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.

Targets Supported

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

Resources Available to Support the Goal

- • Student performance on Baseline and Interim Assessments • Reading Plus data • Student performance on FAIR • Reading Coach modeling of best practices

Targeted Barriers to Achieving the Goal

- The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Reading Assessment. • 38% of student in the Black subgroup achieved proficiency our goal is to increase 19 percentage points to 57% • 52% of student in the Hispanic subgroup achieved proficiency our goal is to increase 17 percentage points to 69% • 16% of student in the ELL subgroup achieved proficiency our goal is to increase 23 percentage points to 39% • 27% of student in the SWD subgroup achieved proficiency our goal is to increase 24 percentage points to 51% • 46% of student in the ED subgroup achieved proficiency our goal is to increase 17 percentage points to 63% Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White , ELL, SWD and ED subgroups was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions.

- The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students scoring at achievement Level 3 was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students in the achievement level 3 achieved 21% proficiency: our goal is to increase 13 percentage points to 34%.

- The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students scoring at achievement Level 4 and above was 4: Informational Text/ Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students in the achievement level 4 and above achieved 31% proficiency: our goal is to increase 5 percentage points to 36%.

- The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students making learning gains was Reporting Category 4: Informational Text/ Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students making learning gains achieved 64% proficiency: our goal is to increase 4 percentage points to 68%.

- The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students making learning gains in the lowest 25% was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of

information from multiple sources to draw conclusions Students making learning gains in the lowest 25% achieved 67% proficiency: our goal is to increase 3 percentage points to 70%.

- ELL students achieved 54% proficiency in listening /speaking: our goal is to increase 5 percentage points to 59%. Analysis of the 2013 CELLA listening/speaking data indicates that students have limited opportunities to listen and speak academic English outside the classroom.

- ELL students achieved 36% proficiency in reading: our goal is to increase 6 percentage points to 42%. Analysis of the 2013 CELLA reading data indicates that students demonstrate difficulty in being able to identify the Main Idea or Essential Message when reading texts.

- ELL students achieved 36% proficiency in writing: our goal is to increase 6 percentage points to 42%. Analysis of the 2013 CELLA writing data indicates that students are unable to develop sentences in a grammatically correct structure or use punctuation appropriately. Require additional support for students deficient in vocabulary and unable to develop well thought out and written paragraphs.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible
Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:
On-going

Evidence of Completion:
Student work, review of data produced by District Interim assessments and intervention assessments.

G2. During 2013, 20 percent of students missed 10 percent of more of instructional time, 20 percent received behavior referrals and 6 percent of the referrals led to suspension. The 2014 goal is to decrease by each area by 1 percent

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- District Data, Student Code of Conduct, attendance/behavior contracts, attendance incentives

Targeted Barriers to Achieving the Goal
- There are limited opportunities to recognize students for daily attendance and academic achievement.

- There are limited opportunities to recognize 9th grade students for daily attendance.

- There are limited opportunities to provide 9th graders with a Freshman experience.

- There are limited opportunities for students with a GPA less than 2.0 to seek credit recovery.

- Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data reports will be reviewed and adjustments made as needed.

Person or Persons Responsible
Adminstration

Target Dates or Schedule:
monthly

Evidence of Completion:
district attendance reports.

G3. In 2013, 1 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years. Our goal is to maintain te percentages and increase by 2 percent the at-risk graduates.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- District student service resources
- District student service resources

Targeted Barriers to Achieving the Goal
- In 2013, 1 % of students dropped out of school.
- In 2013, 90% of students and 76% of at-risk students graduated in four years.

Plan to Monitor Progress Toward the Goal

Monitor the At-Risk Students report in order to determine the effectiveness of the implemented strategy.

Person or Persons Responsible
Administrators and student servces

Target Dates or Schedule:
On-going

Evidence of Completion:
Monthly At-Risk Student Report

G4. In 2013, 36 percent of parents participated in at least one school wide activity. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Connect-ed messages, school website, PTSA, Activities/Athletics

Targeted Barriers to Achieving the Goal
- Parents need to be informed of school wide events.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, track school wide parent events to determine the overall effectiveness of the implemented strategy.

Person or Persons Responsible
Administration and Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Parent sign in logs and event ticket sales

G5. The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Personnel Teachers, Wrote Score Program

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate the lack of skills needed to incorporate details, elaboration and proper word choice.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, student writing samples, Write score reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible
Administration along with the reading coach, language arts department chair, language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule:
On-going

Evidence of Completion:
Student work, review of Write Score data, and produced by District Interim assessments and intervention assessments.

G6. The results of the 2013 EOC indicate that 62% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to increase 7 percentage of student achieving proficiency at 69%.

Targets Supported

Resources Available to Support the Goal

- Personnel/Teachers, Everglades Resource Book

Targeted Barriers to Achieving the Goal

- The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Mathematics/EOC Assessment. It will be through the use of explicit instruction, systematic interventions and remediation to ensure student proficiency in those deficient Reporting Categories. • 60% of student in the Hispanic subgroup achieved proficiency our goal is to increase 9 percentage points to 69% • 38% of student in the ELL subgroup achieved proficiency our goal is to increase 24 percentage points to 62% • 29% of student in the SWD subgroup achieved proficiency our goal is to increase 33 percentage points to 62% • 56% of student in the ED subgroup achieved proficiency our goal is to increase 10 percentage points to 66% According to the results on the 2013 Algebra EOC, the area of great difficulty was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures

- The lowest performing benchmark, as noted in the 2013 administration of the Algebra 1 EOC, for students making learning gains was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures Students making learning gains achieved 67% proficiency: our goal is to increase 3 percentage points to 70%.

- The lowest performing benchmark, as noted in the 2013 administration of the Algebra 1 EOC, for students in hte lowest 25% was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures Students in the lowest 25% achieved 52% proficiency: our goal is to increase 5 percentage points to 57%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:

On-going

Evidence of Completion:

Student work,District and school-site assessment, intervention assessments.

G7. Analysis of the 2013 PERT mathematics data indicates 70% of students taking the PERT achieved college ready scores. Our goal is to increase 3 percentage points of students scoring college ready to 73%

Targets Supported

Resources Available to Support the Goal
- Teachers/personnel , Florida Achieves , PERT study guides

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 PERT mathematics data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible
Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:
On-going

Evidence of Completion:
Student work, District and school-site assessment, intervention assessments.

G8. 80 % of on-time graduates taking the PERT scored proficient and were considered "college ready." The 2013-2014 school year is to increase two percentage of on-time graduates for students who take the PERT to be college ready is 82%.

Targets Supported
- Reading (Postsecondary Readiness)

Resources Available to Support the Goal
- Instructional reading strategies across the curriculum, SAT/ACT preparation materials. PERT study guide.

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 PERT reading data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. The results of the 2013 Algebra 1 End-of-Course Exam indicate that 53% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 5 percentage points to 58%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers/Personnel, intensive mathematics classes

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 Algebra 1 EOC assessment data indicates 34% of students scored at Achievement Level 3 with a need for improvement in the area of Polynomials. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points to 38%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

- Analysis of the 2013 Algebra 1 EOC assessment data indicates 19% of students scored at Achievement Level 4 with a need for improvement in the area of Polynomials. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 20%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible
Administration along with the mathematics department chair and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:
On-going

Evidence of Completion:
Student work, District and school-site assessment, intervention assessments.

G10. The results of the 2013 Geometry End-of-Course Exam indicate that 62% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points to 69%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Geometry EOC assessment data indicates 27% of students scored at Achievement Level 3 with a need for improvement in the area of Trigonometry and Discrete Mathematics. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 30%.

- Analysis of the 2013 Geometry EOC assessment data indicates 36% of students scored at Achievement Level 4 and above with a need for improvement in the area of Trigonometry and Discrete Mathematics. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 37%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:

On-going

Evidence of Completion:

Student work, District and school-site assessment, mini bench mark assessments.

G11. The results of the 2013 Biology End-of-Course Exam indicate that 36% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 39%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teacher and personel

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Biology EOC assessment data indicates 36% of students scored at Achievement Level 3 with a need for improvement in the area of Molecular and Cellular Biology. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 39%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

- Analysis of the 2013 Biology EOC assessment data indicates 21% of students scored at Achievement Level 4 or above with a need for improvement in the area of Molecular and Cellular Biology. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 22%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Administration along with the science department chair and biology teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule:

On-going

Evidence of Completion:

Student work, District and school-site assessment, intervention assessments.

G12. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the enrollment in accelerated STEM courses.

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- College Board resources for the areas of Biology, Calculus AB, Calculus BC, Environmental Science, Physics, Statistics and Adobe Photoshop, and Dreamweaver Certification Practice Tests

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year, students were able to participate in 5 STEM-related experiences due to lack of opportunities.

- During the 2012-2013 school year, 85% of all students participated in STEM-related experiences. The number of students participating should increase as the opportunities for participation increase.

- During the 2012-2013 school year, 26% of accelerated students enrolled in and completed accelerated STEM courses due to the students being intimidated by the rigor of the courses.

- During the 2012-2013 school year, 15% of all students enrolled in one or more accelerated STEM-related courses. The goal for 2013-2014 is to increase the percentage of students enrolled by 3 percentage point to 18%. Though students are encouraged to attempt accelerated math and science classes, some are intimidated by their perceived difficulty.

- During the 2012-2013 school year, 93% of all AP students took one or more STEM-related AP Exam. The goal for 2013-2014 is to increase the percentage of students taking an exam by one percentage point to 94%. Though students are encouraged to attempt accelerated math and science classes, students are somewhat intimidated by the rigor of the accelerated courses and hesitate to enroll in them.

Plan to Monitor Progress Toward the Goal

Following FCIM, data will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments as needed.

Person or Persons Responsible
Administration along with the science and mathematics department chairs and STEM teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:
On-Going

Evidence of Completion:
Student work, District and state competitions.

G13. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported
- CTE

Resources Available to Support the Goal
- CTE teachers, reading coach, online resources for Common Core

Targeted Barriers to Achieving the Goal
- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

Plan to Monitor Progress Toward the Goal

Student reading data and CTE exam scores of CTE students.

Person or Persons Responsible
Adminstration

Target Dates or Schedule:
On-going

Evidence of Completion:
District, State and site-generated assessment data

G14. The results of the 2013 U.S.History End-of-Course Exam indicate that 67% of students scored at or above the middle third. Our goal for the 2013-2014 school year is to maintain this percentage.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- Teacher/personnel, online EOC U S History resources.

Targeted Barriers to Achieving the Goal
- Students scores in the middle third on the 2014 US History EOC will increase by having students understanding of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period.

- Students scores in the upper third on the 2014 US History EOC will increase by having students understanding of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible
Administration along with the social studies department chair and U.S. History teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule:
On-going

Evidence of Completion:
District and school-site assessment, intervention assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.

G1.B1 The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Reading Assessment. • 38% of student in the Black subgroup achieved proficiency our goal is to increase 19 percentage points to 57% • 52% of student in the Hispanic subgroup achieved proficiency our goal is to increase 17 percentage points to 69% • 16% of student in the ELL subgroup achieved proficiency our goal is to increase 23 percentage points to 39% • 27% of student in the SWD subgroup achieved proficiency our goal is to increase 24 percentage points to 51% • 46% of student in the ED subgroup achieved proficiency our goal is to increase 17 percentage points to 63% Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White , ELL, SWD and ED subgroups was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions.

G1.B1.S1 Implement and monitor school-wide strategies that infuse rigorous high-level instructional strategies/techniques in the instructional delivery to promote critical, independent, and creative thinking utilizing DOK and High School Task Cards to scaffold instruction and increase higher order level of thinking.

Action Step 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include:question-and-answer relationships and encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

Facilitator:

Reading Coach

Participants:

All teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Following the FCIM model, samples of lesson plans,student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, Reading Plus reports,District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, samples of lesson plans,student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

G1.B2 The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students scoring at achievement Level 3 was Reporting Category 4: Informational Text/ Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students in the achievement level 3 achieved 21% proficiency: our goal is to increase 13 percentage points to 34%.

G1.B2.S1 Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and interventions/enrichment groups are targeted and fluid.

Action Step 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: question-and-answer relationships and encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

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

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus Reports.District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus Reports.District and school-site assessment, intervention assessments.

G1.B3 The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students scoring at achievement Level 4 and above was 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students in the achievement level 4 and above achieved 31% proficiency: our goal is to increase 5 percentage points to 36%.

G1.B3.S1 Utilize exemplar texts and enrichment activities to enforce rigorous instruction.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students should explore shades of meaning to better identify nuances. Useful instructional strategies include: opinion proofs and questioning the author.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

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

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

G1.B4 The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students making learning gains was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions. Students making learning gains achieved 64% proficiency: our goal is to increase 4 percentage points to 68%.

G1.B4.S1 Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. .

Action Step 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: question-and-answer relationships and encouraging students to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

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

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

G1.B5 The lowest performing benchmark, as noted in the 2013 administration of the FCAT 2.0 Reading Assessment, for students making learning gains in the lowest 25% was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions Students making learning gains in the lowest 25% achieved 67% proficiency: our goal is to increase 3 percentage points to 70%.

G1.B5.S1 Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance.

Action Step 1

Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include:question-and-answer relationships and summarization skills.

Person or Persons Responsible

Teachers and the reading coach

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

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

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, samples of lesson plans, student work, Reading Plus reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

G1.B6 ELL students achieved 54% proficiency in listening /speaking: our goal is to increase 5 percentage points to 59%. Analysis of the 2013 CELLA listening/speaking data indicates that students have limited opportunities to listen and speak academic English outside the classroom.

G1.B6.S1 Students will be encouraged to speak in class as much as possible. Conversations will be structured around lessons that build vocabulary.

Action Step 1

Students will be exposed to different written and spoken styles. Students will read a variety of text and listen to a variety of spoken sources, Teachers will model the proper use of language and use audio/video tapes of lectures or text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

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

Data generated from Teen Biz and interim assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

G1.B7 ELL students achieved 36% proficiency in reading: our goal is to increase 6 percentage points to 42%. Analysis of the 2013 CELLA reading data indicates that students demonstrate difficulty in being able to identify the Main Idea or Essential Message when reading texts.

G1.B7.S1 Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.

Action Step 1

Students will be shown the importance of highlighting text that is relevant in order to go back and reread as necessary. Teachers will model selective underlining and highlighting and encourage whole/small group discussion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

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

Following the FCIM model, data from Teen BIz and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, data from Teen BIz program and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

G1.B8 ELL students achieved 36% proficiency in writing: our goal is to increase 6 percentage points to 42%. Analysis of the 2013 CELLA writing data indicates that students are unable to develop sentences in a grammatically correct structure or use punctuation appropriately. Require additional support for students deficient in vocabulary and unable to develop well thought out and written paragraphs.

G1.B8.S1 Require additional support for students deficient in vocabulary and unable to develop well thought out and written paragraphs.

Action Step 1

Students will use graphic organizers to follow the writing process- planning, drafting, editing and publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

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

Data generated from Teen Biz and interim assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, data from Teen Biz and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, ELL and language arts department chair, ELL reading and language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments.

G2. During 2013, 20 percent of students missed 10 percent of more of instructional time, 20 percent received behavior referrals and 6 percent of the referrals led to suspension. The 2014 goal is to decrease by each area by 1 percent

G2.B1 There are limited opportunities to recognize students for daily attendance and academic achievement.

G2.B1.S1 Administration will contact parents and maintain log of parents contacted to inform them of the student's attendance.

Action Step 1

Student absences will be monitored daily.

Person or Persons Responsible

Administration and teachers.

Target Dates or Schedule

Daily

Evidence of Completion

percentage of students with excused vs unexcused absences.

Action Step 2

Student absences will be monitored daily.

Person or Persons Responsible

Administration and teachers.

Target Dates or Schedule

Daily

Evidence of Completion

percentage of students with excused vs unexcused absences.

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

Unexcused absences will be tracked

Person or Persons Responsible

Adminstrration

Target Dates or Schedule

weekly

Evidence of Completion

student unexcused absences

Plan to Monitor Effectiveness of G2.B1.S1

Unexcused absences will be tracked

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

student attendance bulletin

G2.B2 There are limited opportunities to recognize 9th grade students for daily attendance.

G2.B2.S1 Increase incentive programs for 9th graders with good attendance.

Action Step 1

Recognize students with perfect attendance to school

Person or Persons Responsible

Adminstration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student awards

Action Step 2

Recognize students with perfect attendance to school

Person or Persons Responsible

Adminstration and Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student awards

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

Following the FCIM model, monthly assessment data reports will be reviewed and adjustments made as needed.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

student awards

Plan to Monitor Effectiveness of G2.B2.S1

Following the FCIM model, monthly assessment data reports will be reviewed and adjustments made as needed.

Person or Persons Responsible

Adminstaration

Target Dates or Schedule

Monthly

Evidence of Completion

district data on attendance

G2.B3 There are limited opportunities to provide 9th graders with a Freshman experience.

G2.B3.S1 Provide opportunities for students to track their academic progress.

Action Step 1

Provide 9th grade students with transition assistance through assemblies.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On-going

Evidence of Completion

student work, progress reports and report cards.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

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

Person or Persons Responsible

Administration, Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Nine weeks grades

Plan to Monitor Effectiveness of G2.B3.S1

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

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On -going

Evidence of Completion

Nine week grades, parent contacts

G2.B4 There are limited opportunities for students with a GPA less than 2.0 to seek credit recovery.

G2.B4.S1 Provide opportunities for students to enroll in remediation programs.

Action Step 1

Review graduation report and meet with students who are in need of credit recovery programs, hold discussion for graduation options and monitor enrollment in recommended programs.

Person or Persons Responsible

Administration, Student Serivces

Target Dates or Schedule

On-going

Evidence of Completion

Enrollment in credit recovery program.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Monitoring of credit recovery attendance logs.

Person or Persons Responsible

Administration and Student Service

Target Dates or Schedule

On-going

Evidence of Completion

Course completion with a passing grade.

Plan to Monitor Effectiveness of G2.B4.S1

Enrollment and attendance logs in recovery programs.

Person or Persons Responsible

Administration and Student Service

Target Dates or Schedule

On-going

Evidence of Completion

Course completion and recovery logs.

G2.B5 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G2.B5.S1 Provide opportunities for students and parents to review the Student Code of Conduct.

Action Step 1

Grade level assemblies and open house to review the Student Code of Conduct.

Person or Persons Responsible

Administration, Student Services

Target Dates or Schedule

Beginning of year

Evidence of Completion

Student Contracts

Facilitator:

Student Service Department and Adminstration

Participants:

All students.

Action Step 2

Grade level assemblies and open house to review the Student Code of Conduct.

Person or Persons Responsible

Administration, Student Services

Target Dates or Schedule

Beginning of year

Evidence of Completion

Student Contracts

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Monitor district reports and suspension reports

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Review of district reports

Plan to Monitor Effectiveness of G2.B5.S1

Monitor district reports and suspension reports

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On-going

Evidence of Completion

district reports

G3. In 2013, 1 percent of students dropped out, 90 percent graduated, 76 percent of at-risk students graduated in 4 years. Our goal is to maintain te percentages and increase by 2 percent the at-risk graduates.

G3.B1 In 2013, 1 % of students dropped out of school.

G3.B1.S1 Students who are at-risk of dropping out of school will be given strategies and support that will make them more successful in school.

Action Step 1

Teachers will monitor student work and attendance of identified at- risk students.

Person or Persons Responsible

Teachers, student services

Target Dates or Schedule

On-going

Evidence of Completion

student work, referrals, district and site-generated assessments, daily attendance

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

Monitor daily attendance bulletin and progress reports of identified at-risk students.

Person or Persons Responsible

Leadership team and student services

Target Dates or Schedule

On-going

Evidence of Completion

student attendance and course credits

Plan to Monitor Effectiveness of G3.B1.S1

Monitor the At-Risk Students report in order to determine the effectiveness of the implemented strategy.

Person or Persons Responsible

Administrators and student services

Target Dates or Schedule

On-going

Evidence of Completion

monthly at-risk student report

G3.B2 In 2013, 90% of students and 76% of at-risk students graduated in four years.

G3.B2.S1 Maintain the current overall graduation rate and increase the at-risk rate by 2%.

Action Step 1

Monitor student work and attendance and refer struggling students to student services.

Person or Persons Responsible

Teachers, coaches and club sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Student work, district and site generated assessments, daily attendance

Action Step 2

Monitor student work and attendance and refer struggling students to student services.

Person or Persons Responsible

Teachers, coaches and club sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Student work, district and site generated assessments, daily attendance

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

Monitor progress reports and quarterly grade reports in order to determine struggling students.

Person or Persons Responsible

Administrators and students services

Target Dates or Schedule

On-going

Evidence of Completion

progress reports and report cards.

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model, monitor all graduation review reports to determine the overall effectiveness of the strategy being implemented.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports for attendance and graduation reviews.

G4. In 2013, 36 percent of parents participated in at least one school wide activity. Our goal for 2014 is to increase the percentage of parents participating in school wide activities by 5 percentage points.

G4.B1 Parents need to be informed of school wide events.

G4.B1.S1 Utilize Connect-ed messages to inform parents of school wide events.

Action Step 1

Ensure that all students have accurate phone number and email addresses listed in ISIS and emergency contact cards.

Person or Persons Responsible

Teacher and office personal

Target Dates or Schedule

On-going

Evidence of Completion

Connet-ed reports

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

Monitor attendance at announced school wide events.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Event sign in logs and ticket sales.

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, track school wide parent events to determine the overall effectiveness of the implemented strategy.

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

On-going

Evidence of Completion

Parent sign in logs and event ticket sales

G5. The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.

G5.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate the lack of skills needed to incorporate details, elaboration and proper word choice.

G5.B1.S1 Use the States exemplar papers and/or another samples of good students writing to demonstrate how details, elaboration and proper word choice are to be used as support in writing.

Action Step 1

Develop a prewriting plan to develop the main idea(s) and supporting details.Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Person or Persons Responsible

10th grade Langauge Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing samples and Write score data

Facilitator:

Reading Coach and Language Arts Department Chair

Participants:

All 9th and 10th grade Langauge Arts teachers

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

Following the FCIM model, student writing samples, Write score reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, language arts teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

on-going

Evidence of Completion

Student work, review of Write Score data, and produced by District Interim assessments and intervention assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, student writing samples, Write score reports will be reviewed regularly in order to monitor student progress, the effectiveness of program delivery and make adjustments to differentiate instruction as needed.

Person or Persons Responsible

Administration along with the reading coach, language arts department chair, language arts teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of Write Score data, and produced by District Interim assessments and intervention assessments.

G6. The results of the 2013 EOC indicate that 62% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to increase 7 percentage of student achieving proficiency at 69%.

G6.B1 The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Mathematics/EOC Assessment. It will be through the use of explicit instruction, systematic interventions and remediation to ensure student proficiency in those deficient Reporting Categories. • 60% of student in the Hispanic subgroup achieved proficiency our goal is to increase 9 percentage points to 69% • 38% of student in the ELL subgroup achieved proficiency our goal is to increase 24 percentage points to 62% • 29% of student in the SWD subgroup achieved proficiency our goal is to increase 33 percentage points to 62% • 56% of student in the ED subgroup achieved proficiency our goal is to increase 10 percentage points to 66% According to the results on the 2013 Algebra EOC, the area of great difficulty was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures

G6.B1.S1 Teachers will provide all students with more practice in identifying relationships and patterns, as well as provide students with opportunities to complete more rigorous mathematical problems.

Action Step 1

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

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work, teacher made test, district interim data

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

G6.B2 The lowest performing benchmark, as noted in the 2013 administration of the Algebra 1 EOC, for students making learning gains was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures Students making learning gains achieved 67% proficiency: our goal is to increase 3 percentage points to 70%.

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

Action Step 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Intensive mathematics and mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

on-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

on-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

G6.B3 The lowest performing benchmark, as noted in the 2013 administration of the Algebra 1 EOC, for students in hte lowest 25% was Reporting Category 2: Polynomial. Students have difficulty internalizing abstract concepts, understanding symbolic representation, retaining various algebraic process/ procedures Students in the lowest 25% achieved 52% proficiency: our goal is to increase 5 percentage points to 57%.

G6.B3.S1 Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Teachers will assist students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Intensive mathematics and mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

G7. Analysis of the 2013 PERT mathematics data indicates 70% of students taking the PERT achieved college ready scores. Our goal is to increase 3 percentage points of students scoring college ready to 73%

G7.B1 Analysis of the 2013 PERT mathematics data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

G7.B1.S1 Select Mathematics courses will infuse SAT/ACT/PERT preparation strategies into their curriculum. Intensive Mathematics courses will be offered for students that are considered at-risk.

Action Step 1

Students should practice solving algebraic proportions in real-world and mathematical contexts.This should be done utilizing SAT/ACT/PERT formatted questions.

Person or Persons Responsible

Intensive mathematics and mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

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

Following the FCIM model, data from the SAT/ACT/PERT will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, data from SAT/ACT/PERT will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments

G8. 80 % of on-time graduates taking the PERT scored proficient and were considered "college ready." The 2013-2014 school year is to increase two percentage of on-time graduates for students who take the PERT to be college ready is 82%.

G8.B1 Analysis of the 2013 PERT reading data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

G8.B1.S1 Select Language Arts courses will infuse SAT/ACT/PERT preparation strategies into the curriculum.

Action Step 1

Students should practice locating and verifying details, analyzing text and synthesizing details in order to draw correct conclusions. This should be done utilizing SAT/ACT formatted questions.

Person or Persons Responsible

Intensive Reading and Language Arts Teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, district and school -site assessments.

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

Following the FCIM model, data from the assessments will be analyzed in order to monitor student progress.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment data.

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, data from the assessments will be analyzed in order to monitor student progress.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

SAT/ACT results, district and school-site assessments.

G9. The results of the 2013 Algebra 1 End-of-Course Exam indicate that 53% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 5 percentage points to 58%.

G9.B1 Analysis of the 2013 Algebra 1 EOC assessment data indicates 34% of students scored at Achievement Level 3 with a need for improvement in the area of Polynomials. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points to 38%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

G9.B1.S2 Provide students the opportunity to review and reference slope formula through mathematical and real world problems.

Action Step 1

Provide opportunities for students to model real world situations with slope equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessments, mini benchmark assessments

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini benchmark assessments.

Plan to Monitor Effectiveness of G9.B1.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

G9.B2 Analysis of the 2013 Algebra 1 EOC assessment data indicates 19% of students scored at Achievement Level 4 with a need for improvement in the area of Polynomials. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 20%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

G9.B2.S2 Provide students opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, district and school-site assessments, mini benchmark assessments

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, mini benchmark assessments.

Plan to Monitor Effectiveness of G9.B2.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

G10. The results of the 2013 Geometry End-of-Course Exam indicate that 62% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points to 69%.

G10.B1 Analysis of the 2013 Geometry EOC assessment data indicates 27% of students scored at Achievement Level 3 with a need for improvement in the area of Trigonometry and Discrete Mathematics. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 30%.

G10.B1.S1 Provide opportunities for students to practice the content so they will be able to identify the converse, inverse, or contrapositive of a given statement.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real-world problems involving right triangles. In addition, students will be able to identify a conditional statement and write the converse, inverse, and contrapositive.

Person or Persons Responsible

Intensive mathematics and mathematics teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, lesson plans, District and school-site assessment, intervention assessments.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

G10.B1.S2 Provide multiple opportunities for students to review and practice the content so they will be able to identify the converse, inverse of a given statement.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, and the Everglades supplemental materials to support mathematical fluency and problem solving proficiency in situations in which they need to use trigonometry to solve real-world problems involving right triangles. In addition, students will be able to identify a conditional statement and write the converse, and inverse.

Person or Persons Responsible

Mathematics teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work, lesson plans, District and school-site assessment, intervention assessments.

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment,mini-bench mark assessments.

Plan to Monitor Effectiveness of G10.B1.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, intensive mathematics and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B2 Analysis of the 2013 Geometry EOC assessment data indicates 36% of students scored at Achievement Level 4 and above with a need for improvement in the area of Trigonometry and Discrete Mathematics. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 37%.

G10.B2.S3 Provide multiple opportunities for students to master the content so they will be able to determine whether two propositions are logically equivalent in real-world contexts.

Action Step 1

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

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, district and school-site assessments, mini benchmark assessments

Plan to Monitor Fidelity of Implementation of G10.B2.S3

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini benchmark assessments.

Plan to Monitor Effectiveness of G10.B2.S3

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the mathematics department chair, and mathematics teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

G11. The results of the 2013 Biology End-of-Course Exam indicate that 36% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 39%.

G11.B1 Analysis of the 2013 Biology EOC assessment data indicates 36% of students scored at Achievement Level 3 with a need for improvement in the area of Molecular and Cellular Biology. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points to 39%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

G11.B1.S2 Provide inquiry-based, hands-on, laboratory activities and allow them to make connections to real-life experiences, explain and write about their results.

Action Step 1

Students will be able to compare c cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, district and school-site assessments, mini benchmark assessments

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the science department chair and biology teachers will be responsible for the monitoring of the implementation of the strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini benchmark assessments.

Plan to Monitor Effectiveness of G11.B1.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the science department chair and biology teachers will be responsible for the monitoring of the implementation of the strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

G11.B2 Analysis of the 2013 Biology EOC assessment data indicates 21% of students scored at Achievement Level 4 or above with a need for improvement in the area of Molecular and Cellular Biology. Our goal for the 2013-2014 school year is to increase this percentage by 1 percentage points to 22%.The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

G11.B2.S2 Through spiraling recall increase students' abilities to articulate through narrative representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Action Step 1

Students will bi-weekly be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, district and school-site assessments, mini benchmark assessments

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the science department chair and biology teachers will be responsible for the monitoring of the implementation of the strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini benchmark assessments.

Plan to Monitor Effectiveness of G11.B2.S2

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the science department chair and biology teachers will be responsible for the monitoring of the implementation of the strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, District and school-site assessment, mini-bench mark assessments.

G12. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the enrollment in accelerated STEM courses.

G12.B1 During the 2012-2013 school year, students were able to participate in 5 STEM-related experiences due to lack of opportunities.

G12.B1.S1 Teachers will seek out additional STEM-related opportunities for students to participate in.

Action Step 1

Students will be provided with opportunities to participate in STEM related experiences.

Person or Persons Responsible

STEM teachers

Target Dates or Schedule

As available

Evidence of Completion

Student work, District and state competitions.

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

Monitor field trip and competition opportunities.

Person or Persons Responsible

Administration along with the science and mathematics department chairs and STEM teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and state competitions.

Plan to Monitor Effectiveness of G12.B1.S1

Following FCIM, data will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments as needed.

Person or Persons Responsible

Administration along with the science and mathematics department chairs and STEM teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, District and state competitions.

G12.B2 During the 2012-2013 school year, 85% of all students participated in STEM-related experiences. The number of students participating should increase as the opportunities for participation increase.

G12.B2.S1 Teachers will seek out students to participate in STEM-related experiences during class and after school.

Action Step 1

Monitor the number of students in their classes and clubs in order to determine if the number of participating students increases following the implementation of the identified strategies.

Person or Persons Responsible

Administration, STEM teachers and club sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Field trip rosters, club attendance rosters and competition registration .

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

Monitor the number of students in their classes and clubs in order to determine if the number of participating students increases following the implementation of the identified strategies.

Person or Persons Responsible

Administration, STEM teachers and club sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Field trip rosters, club attendance rosters and competition registration .

Plan to Monitor Effectiveness of G12.B2.S1

Monitor the number of students in their classes and clubs in order to determine if the number of participating students increases following the implementation of the identified strategies.

Person or Persons Responsible

Administration, STEM teachers and club sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Field trip rosters, club attendance rosters and competition registration.

G13. CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G13.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

G13.B1.S1 Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, (possibly between Science and CTE for for CCSS Range of Reading and Level of Text Complexity Standards.)

Action Step 1

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA,DECA.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc.

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Field trip rosters, Registrations for competitions.

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

Developed lesson studies for Common Core State Standards.

Person or Persons Responsible

Administration, Reading Coach, CTE teachers

Target Dates or Schedule

On-going

Evidence of Completion

PLC agendas

Plan to Monitor Effectiveness of G13.B1.S1

Student reading data and CTE exam scores of CTE students.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

On-going

Evidence of Completion

District, State and site-generated assessment data

G14. The results of the 2013 U.S.History End-of-Course Exam indicate that 67% of students scored at or above the middle third. Our goal for the 2013-2014 school year is to maintain this percentage.

G14.B1 Students scores in the middle third on the 2014 US History EOC will increase by having students understanding of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period.

G14.B1.S1 Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.

Action Step 1

Students will understand, evaluate, and interpret graphic information (e.g., from charts) and be able to explain the meaning of political cartoons in order to write about important historical time periods.

Person or Persons Responsible

U.S. History Teachers, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the social science department chair and U.S.History teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G14.B1.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the social science department chair and U.S.History teachers will be responsible for the monitoring of the implementation of the identified strategies.

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

G14.B2 Students scores in the upper third on the 2014 US History EOC will increase by having students understanding of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period.

G14.B2.S1 Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues.

Action Step 1

Analyze primary and secondary sources of information for the period beginning with the U.S. Industrial Revolution to interpret historical trends that span across multiple time periods.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work folders.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the reading coach, social studies department chair and social studies teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

Plan to Monitor Effectiveness of G14.B2.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to differentiate instruction when needed.

Person or Persons Responsible

Administration along with the social studies department chair and U.S. History teachers will be responsible for the monitoring of the implementation of the identified strategies

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessment, intervention assessments.

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

Title III
Alonzo and Tracy Mourning Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ELL and content area teachers
• coaching and mentoring for ELL and content area teachers (K-12)
• reading and supplementary instructional materials (K-12)
hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)
Title X- Homeless
Alonzo and Tracy Mourning Senior High School:
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Nutrition Programs
• Alonzo and Tracy Mourning Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.
Adult Education
High school completion courses are available to all eligible students through adult education program, based on the senior high school's recommendation. Courses can be taken for credit recovery purposes.

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 results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.

G1.B1 The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Reading Assessment. • 38% of student in the Black subgroup achieved proficiency our goal is to increase 19 percentage points to 57% • 52% of student in the Hispanic subgroup achieved proficiency our goal is to increase 17 percentage points to 69% • 16% of student in the ELL subgroup achieved proficiency our goal is to increase 23 percentage points to 39% • 27% of student in the SWD subgroup achieved proficiency our goal is to increase 24 percentage points to 51% • 46% of student in the ED subgroup achieved proficiency our goal is to increase 17 percentage points to 63% Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White , ELL, SWD and ED subgroups was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions.

G1.B1.S1 Implement and monitor school-wide strategies that infuse rigorous high-level instructional strategies/techniques in the instructional delivery to promote critical, independent, and creative thinking utilizing DOK and High School Task Cards to scaffold instruction and increase higher order level of thinking.

PD Opportunity 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include:question-and-answer relationships and encouraging students to read from a wide variety of texts.

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, review of data produced by District Interim assessments and intervention assessments.

G2. During 2013, 20 percent of students missed 10 percent of more of instructional time, 20 percent received behavior referrals and 6 percent of the referrals led to suspension. The 2014 goal is to decrease by each area by 1 percent

G2.B5 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G2.B5.S1 Provide opportunities for students and parents to review the Student Code of Conduct.

PD Opportunity 1

Grade level assemblies and open house to review the Student Code of Conduct.

Facilitator

Student Service Department and Adminstration

Participants

All students.

Target Dates or Schedule

Beginning of year

Evidence of Completion

Student Contracts

G5. The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.

G5.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate the lack of skills needed to incorporate details, elaboration and proper word choice.

G5.B1.S1 Use the States exemplar papers and/or another samples of good students writing to demonstrate how details, elaboration and proper word choice are to be used as support in writing.

PD Opportunity 1

Develop a prewriting plan to develop the main idea(s) and supporting details.Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Facilitator

Reading Coach and Language Arts Department Chair

Participants

All 9th and 10th grade Langauge Arts teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Writing samples and Write score data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.	$3,000
G5.	The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.	$800
	Total	$3,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
EESAC	$3,000	$800	$3,800
Total	$3,000	$800	$3,800

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

G1. The results of the 2013 FCAT 2.0 indicate that 54% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase students proficiency in grades 9 and 10 by 16 percentage points to 70%.

G1.B1 The following subgroups did not make their annual measurable objective on the 2013 FCAT 2.0 Reading Assessment. • 38% of student in the Black subgroup achieved proficiency our goal is to increase 19 percentage points to 57% • 52% of student in the Hispanic subgroup achieved proficiency our goal is to increase 17 percentage points to 69% • 16% of student in the ELL subgroup achieved proficiency our goal is to increase 23 percentage points to 39% • 27% of student in the SWD subgroup achieved proficiency our goal is to increase 24 percentage points to 51% • 46% of student in the ED subgroup achieved proficiency our goal is to increase 17 percentage points to 63% Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White , ELL, SWD and ED subgroups was Reporting Category 4: Informational Text/Research Process. Students lacked the ability to utilize critical thinking strategies needed to identify how text features aid the reader's understanding of the text. Students are unable to synthesize, analyze, organize, and evaluate the validity and reliability of information from multiple sources to draw conclusions.

G1.B1.S1 Implement and monitor school-wide strategies that infuse rigorous high-level instructional strategies/techniques in the instructional delivery to promote critical, independent, and creative thinking utilizing DOK and High School Task Cards to scaffold instruction and increase higher order level of thinking.

Action Step 1

Teachers should emphasize instruction that helps students build stronger arguments to support their answers. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include:question-and-answer relationships and encouraging students to read from a wide variety of texts.

Resource Type

Evidence-Based Materials

Resource

Language Arts teacher will be purchasing class sets of novels.

Funding Source

EESAC

Amount Needed

$3,000

G5. The results of the 2013 FCAT Writing Assessment indicate that 70% of students in grade 10 achieved proficiency in writing. Our goal for the 2013-2014 school year is to increase 3 percentage points to 73%.

G5.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate the lack of skills needed to incorporate details, elaboration and proper word choice.

G5.B1.S1 Use the States exemplar papers and/or another samples of good students writing to demonstrate how details, elaboration and proper word choice are to be used as support in writing.

Action Step 1

Develop a prewriting plan to develop the main idea(s) and supporting details.Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Resource Type

Evidence-Based Program

Resource

Through an intensive writing camp, students will complete a prewrite plan , write an essay and review the effective steps for writing an essay. Student incentives will be given.

Funding Source

EESAC

Amount Needed

$800