2013-2014 SCHOOL IMPROVEMENT PLAN

Green Springs High School
3555 NW 7TH ST
Miami, FL 33125
305-720-2996

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	*[Data Not Available]*

Alternative/ESE Center	Charter School	Minority Rate
Yes	Yes	*[Data Not Available]*

School Grades History

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.

Table of Contents

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
Green Springs High School

Principal
Enrique Palma

School Advisory Council chair
Cheryl Duncan

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

Name	Title
Enrique Palma	Principal
Jessica King	Assistant Principal

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

1 Principal, 2 Teachers, 1 Instructional Support, 1 Business Community Representative, 1 Governing Board Member, 2 Parents, and 3 Students.

Involvement of the SAC in the development of the SIP

SAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The SAC's additional responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP).

Activities of the SAC for the upcoming school year

The SAC will be instrumental in writing and reviewing the SIP. The SAC also allocates SAC funds to further the goals of the SIP. The SAC meets quarterly to discuss the School Improvement Plan, to monitor progress toward its goals, and make changes as necessary to the SIP.

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

The School Advisory Council will continue to support the the goals delineated in the SIP to improve student achievement. Funds will be allocated based on need and approved by the SAC. The SAC presently has specific projected use of funds, and procedures will be adhered to as needs arise. Funds will provide incentives for students with improved attendance.

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
2

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

Administrator Information:

Enrique Palma		
Principal	Years as Administrator: 12	Years at Current School: 0

Credentials	Degrees- Bachelors Music, Masters of Music Certificates- Music K-12, Educational Leadership K-12
Performance Record	2013 School Grade Pending High Standards Rdg 49 High Standards Math NA Lrng Gains-Rdg. 75 Lrng Gains-Math 74 Gains-Rdg 25% 75 Gains-Math 25% 75 Algebra I EOC 68 Geometry 34 AMO or AYP 2012 School Grade A High Standards Rdg. 44 High Standards Math NA Lrng Gains-Rdg. 64 Lrng Gains-Math 67 Gains-Rdg 66 Gains-Math 72 Algebra I EOC 48 Geometry 34 AYP N 2011 School Grade C High Standards Rdg. 39 High Standards Math 74 Lrng Gains-Rdg. 48 Lrng Gains-Math 74 Gains-Rdg 53 Gains-Math 62 Algebra I EOC Geometry AYP N 2010 School Grade B High Standards Rdg 40 . High Standards Math 75 Lrng Gains-Rdg. 52 Lrng Gains-Math 81 Gains-Rdg 43 Gains-Math 79 Algebra I EOC NA Geometry NA AYP N 2009

School Grade B
High Standards Rdg. 51
High Standards Math 73
Lrng Gains-Rdg 57.
Lrng Gains-Math 78
Gains-Rdg 57
Gains-Math 79
Algebra I EOC NA

Jessica King		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	M.A. Curriculum and Instruction B.A. History and History of Art & Architecture B.S. Secondary Social Studies Education Certification- Educational Leadership Secondary Social Sciences 6-12
Performance Record	2013 School Grade NA High Standards Rdg NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg 25% NA Gains-Math 25% NA Algebra I EOC NA Geometry NA AMO or AYP NA 2012 School Grade NA High Standards Rdg. NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg NA Gains-Math NA Algebra I EOC NA Geometry NA AYP NA 2011 School Grade NA High Standards Rdg. NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg NA Gains-Math NA Algebra I EOC NA Geometry NA AMO or AYP NA 2010 School Grade NA High Standards Rdg. NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg NA

Gains-Math NA
Algebra I EOC NA
Geometry NA
AMO or AYP NA
2009
School Grade NA
High Standards Rdg. NA
High Standards Math NA
Lrng Gains-Rdg. NA
Lrng Gains-Math NA
Gains-Rdg NA
Gains-Math NA
Algebra I EOC NA
Geometry NA
AMO or AYP NA
Previous school did not compile data because it was an alternative educational program and student results were sent to their home schools reports.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Jennifer Abraham		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Arts Social Sciences 6-12 Reading Endorsed
Performance Record	2013 School Grade NA High Standards Rdg NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg 25% NA Gains-Math 25% NA Algebra I EOC NA Geometry NA AMO or AYP NA 2012 School Grade NA High Standards Rdg. NA High Standards Math NA Lrng Gains-Rdg. NA Lrng Gains-Math NA Gains-Rdg NA Gains-Math NA Algebra I EOC NA Geometry NA AYP NA 2011 School Grade A High Standards Rdg. 69 High Standards Math 73 Lrng Gains-Rdg. 61 Lrng Gains-Math 74 Gains-Rdg 65 Gains-Math 68 Algebra I EOC NA Geometry NA AYP Y 2010 School Grade A High Standards Rdg 71 . High Standards Math 72 Lrng Gains-Rdg. 67 Lrng Gains-Math 73 Gains-Rdg 65 Gains-Math 68 Algebra I EOC NA Geometry NA

AYP Y
2009
School Grade A
High Standards Rdg. 67
High Standards Math 71
Lrng Gains-Rdg 65.
Lrng Gains-Math 67
Gains-Rdg 70
Gains-Math 60
Algebra I EOC NA
Geometry NA
AYP Y

Classroom Teachers

# of classroom teachers

6

 # receiving effective rating or higher

(not entered because basis is < 10)

 # Highly Qualified Teachers

50%

 # certified in-field

4, 67%

 # ESOL endorsed

1, 17%

 # reading endorsed

1, 17%

 # with advanced degrees

0, 0%

 # National Board Certified

0, 0%

 # first-year teachers

1, 17%

 # with 1-5 years of experience

6, 100%

 # with 6-14 years of experience

0, 0%

 # with 15 or more years of experience

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

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

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

Prior to the beginning of school year 2013-2014, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. The principal will hold regular meetings for new teachers and the personnel department will provide each individual with a prescription of steps toward becoming highly qualified. The Principal advertises available positions to highly qualified teachers through CareerBuilder.com and Teachers-Teachers.com. The Assistant Principal and ESE/ESOL teacher provide support staff services to enhance teacher effectiveness with data analysis, parent contacts, and incentive awards.

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth that beginning teachers can learn from. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new teachers.
The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective.
The rational for paring the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.
Yalmiris Cabezas, men-tee – Jennifer Abraham, mentor
Ms. Cabezas is a first year teacher
Portia Jackson, men-tee – Carey Rappazzo, mentor
Ms. Jackson is a second year teacher
Phillippe Hoffing, men-tee – Stelios Valtetsiotis, mentor
Mr. Hoffing is a second year teacher
Planned Mentoring Activities:
1. Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.
2. Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.
3. Provide opportunities for men-tee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.
4. Classroom observations and follow-up to address best practices in the area of classroom

management.
5. Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
6. Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

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

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

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

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The MTSS Leadership Team will:
1.Use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavior data to evaluate progress in order to address the following important questions:
What will all students learn? (curriculum based on standards)
How will we determine if the students have learned? (common assessments)
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular grade level meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
Hold Tier 2 problem solving monthly meetings to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students following SST guidelines for SST Tier 3 intervention.
The MTSS Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the MTSS Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

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

Tier 1 (Leadership Team)
Enrique Palma, Principal- will ensure that the school-based team is implementing MTSS.

Jessica King, Assistant Principal - will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.
Jennifer Abraham, Reading Coach- will provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate FCAT/AP/ACT/SAT/CELLA materials/instruction with classroom activities. In addition, the Reading Coach identifies systematic patterns of student needs while working with staff to identify appropriate evidence-based intervention strategies, assists with the whole school screening programs that provide early intervening services for students considered to be "at risk," supports in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.
Vivian Marzall, Exceptional Student Education Teacher- will participate in student data collection, integrate core instructional activities/materials into cross-disciplinary instruction, provide the necessary accommodations, and collaborate with general education teachers.
Cheryl Duncan , Student Services- will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
Maria Torres, Family Support Specialist- In addition to providing interventions, will continue to link child-serving and community agencies to the school and families to support the student's academic, emotional, behavioral, and social success.
Tier 2
Jessica King, Assistant Principal, Jennifer Abraham, Reading Coach, Vivian Marzall, ESE Teacher, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.
Tier 3
Jessica King, Assistant Principal, Jennifer Abraham, Reading Coach, Vivian Marzall, ESE Teacher, Cheryl Duncan, Student Services, Maria Torres, Family Support, - will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention.

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

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

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

Data used will be FAIR, Baseline and Interim Assessments, State Math and Science assessments, FCAT, student grades, and school site specific assessments. Edusoft data from Baseline and Interim Assessments will be used to guide instructional decisions and system procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver intervention.

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

Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The RTI team will have an initial PD for all faculties in

August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program

Minutes added to school year: 2,160

Crunch time initiative will include Saturday school for 6 weeks for 3 hours each day. Tutoring in reading, algebra 1, geometry, biology, and US History will be provided.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Bi weekly Anecdotal and Mini-assessments, Fall and Spring Interim Assessments, Student Data Chats.

Who is responsible for monitoring implementation of this strategy?

The Principal will monitor implementation of this strategy and the reading coach will analyze effectiveness and identify areas in need of remediation.

Literacy Leadership Team (LLT)

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

Name	Title
Enrique Palma	Principal
Jessica King	Assistant Principal
Jennifer Abraham	Reading Coach
Vivian Marzall	SPED Teacher
Cheryl Duncan	Career Coach

How the school-based LLT functions

The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with

instructional staff on the outcomes of the meetings and continuously keep them abreast of new information.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

All teachers in the areas of Mathematics, Science, Social Studies, and English will implement the following Reading strategies: Graphic Organizers, CRISS strategies, and FCAT Reading Task Cards. Implementation of these strategies will be monitored through classroom observation, walk-throughs, APEX Assessments, and course specific Progress Monitoring Logs.

College and Career Readiness

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

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

Students who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.
An Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and post secondary career tracks. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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

Every student meets one-on-one with the Assistant Principal, Career Counselor, and Advisory Teacher to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website.

Strategies for improving student readiness for the public postsecondary level

Green Springs High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post-secondary studies. There will also provide presentations from professional representatives of post-secondary programs.
All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the post-secondary level. A series of integrated math courses will be offered as

well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams.

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	14%	17%	Yes	22%
American Indian				
Asian				
Black/African American				
Hispanic	16%	15%	No	23%
White				
English language learners		10%		
Students with disabilities				
Economically disadvantaged	12%		Yes	20%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
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)	22	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		16%

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	31	38%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		49%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		64%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		1%

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	184	31%	30%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	1	3%	2%
Students with grade point average less than 2.0	24	27%	26%
Students who fail to progress on-time to tenth grade	1	3%	2%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	87	15%	14%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	44	7%	5%
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)	15	15%	17%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	4	8%	10%
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

Green Springs High School is a Title 1 school for 2013-14. We have submitted a PIP to the State.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.

G2. Our post-secondary reading readiness goal for 2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

G3. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 38% to 44%.

G4. Our AMO goal in mathematics for the 2013-14 school year is to raise proficiency from 21% to 28% for the Hispanic subgroup.

G5. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

G6. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%.

G7. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 45% to 49%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

G8. Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 13% to 19%.

G9. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at level 3 two percentage points from 62% to 64%.

G10. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at levels 4-5 by one percentage point.

G11. Our Goal for 2013-14 is to raise the number of students who score in the middle and upper thirds of the US History EOC by one percentage point.

G12. Our goal for 2013-14 is to raise the number of students graduating in 4 years (Federal Uniform Graduation) from 15% to 17% and to raise the number of academically at-risk students graduating in 4 years from 8% to 10%.

Goals Detail

G1. Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.

Targets Supported

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

Resources Available to Support the Goal

- Resources available include: Jamestown Navigator, Ladders to Success in Reading, My Virtual Reading Coach, Reading Plus 4, Florida Achieves, Smart Boards, Document Viewers, Smart Response Clickers, Content Area Teachers with Reading Endorsement.

Targeted Barriers to Achieving the Goal

- Hispanic Subgroup - Reading proficiency for the Hispanic sub group during the 2012-13 was 15%. Projected target for this sub group during the 2013-14 school year is 23%

- Reading proficiency for all students scoring at level 3 during the 2012-13 school year was 9%. Our target for the 2013-14 school year is to raise the percentage of students scoring at a level 3 on the FCAT 2.0 to 15%.

- Our target for the 213-2014 school year is to raise the percentage of students scoring at a level 4 and above on the FCAT Reading 2.0 from 8% to 10%

- Based on District data, our goal for the 2013-2014 school year is increase learning gains from 68% to 71%.

- According to District data, our target for the 2013-4014 school year is to increase learning gains for the lower 25% from 67% to 70%.

- Our CELLA listening and speaking target for the 2013-2014 school year is to raise the proficiency percentage from 39% to 45%

- Our CELLA writing target for the 2013-2014 school year is to increase proficiency from 7% to 16%.

- Our CELLA Reading target for the 2013-2014 school year is to increase the proficiency percentage from 19% to 27%.

Plan to Monitor Progress Toward the Goal

Review Edusoft data reports generated by Baseline and Interim Assessments. Review data from Reading Plus, My Virtual Reading Coach, FAIR, and teacher made assessments, Results from GAIN Test, Florida Achieves Reading Assessments.

Person or Persons Responsible

Literacy Leadership Team - Principal-Enrique Palma, Assistant Principal-Jessica M. King, Reading Teacher- Jennifer Abraham, ESE Specialist-Vivian Marzall, Teachers

Target Dates or Schedule:

Weekly/Monthly - Depending on Assessment

Evidence of Completion:

Edusoft data reports generated by Baseline and Interim Assessments, Data from Reading Plus, My Virtual Reading Coach, FAIR, and teacher made assessments, Results from GAIN Test, Florida Achieves Reading Assessments, FCAT 2.0

G2. Our post-secondary reading readiness goal for 2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

Targets Supported

Resources Available to Support the Goal
- Reading Plus, GAIN, Florida Achieves

Targeted Barriers to Achieving the Goal
- Students are not ready for success in college level classes.

Plan to Monitor Progress Toward the Goal

Review results of the 2014 Pert Test.

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
February

Evidence of Completion:
Results of the 2014 Pert Test.

G3. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 38% to 44%.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students lack the ability to add layered support in the body of their essays.

Plan to Monitor Progress Toward the Goal

Review of writing prompts results by teachers followed by redirection of writing initiative if necessary.

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student scores on writing prompts.

G4. Our AMO goal in mathematics for the 2013-14 school year is to raise proficiency from 21% to 28% for the Hispanic subgroup.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Apex Curriculum, Algebra 1 and Geometry textbooks, Khan Academy, EOC Tutorial Sessions, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal
- The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.
- Algebra 1 and Geometry students do not receive direct instruction on a regularly scheduled basis.
- The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

Review of Edusoft data for student gains, Apex tests,quizzes, practice sheets, and course completions.

Person or Persons Responsible
Principal/Assistant Principal/Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Edusoft scores, Apex Course Completions

G5. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

Targets Supported
- Math (High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Resources: APEX curriculum, Algebra 1 and Geometry textbooks, Khan Academy, EOC tutorial Sessions

Targeted Barriers to Achieving the Goal
- Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

Plan to Monitor Progress Toward the Goal

Evaluate the improvement of student progress and test scores

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Baseline, Interim, and EOC assessment scores and APEX summary reports

G6. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%.

Targets Supported
- Math (High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Resources: APEX curriculum, Algebra 1 and Geometry textbooks, Khan Academy, EOC tutorial Sessions

Targeted Barriers to Achieving the Goal
- Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

Plan to Monitor Progress Toward the Goal

Evaluate the improvement of student progress and test scores

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Baseline, Interim, and EOC assessment scores and APEX summary reports

G7. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 45% to 49%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Apex Curriculum, Algebra 1 textbooks, EOC Tutorial Sessions, Khan Academy, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal
- The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.
- Algebra 1 students do not receive direct instruction on a regularly scheduled basis.

Plan to Monitor Progress Toward the Goal

Review of Edusoft data and Apex Student Summary Sheets

Person or Persons Responsible
Principal/Assistant Principal/Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Edusoft scores, Apex Course Completions

G8. Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 13% to 19%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Apex curriculum, geometry textbooks, Khan Academy, EOC Tutorial Sessions, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal
- The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics
- Geometry students do not receive direct instruction on a regularly scheduled basis.

Plan to Monitor Progress Toward the Goal

Edusoft data reports for topic tests, Apex course progress reports

Person or Persons Responsible
Principal/Assistant Principal/Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Edusoft data reports

G9. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at level 3 two percentage points from 62% to 64%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Apex curriculum, Gizmos, Discovery Learning, District Pacing Guides, PBS Learning Media, Edgenuity, Florida Achieve, FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles.

Plan to Monitor Progress Toward the Goal

Review results from Apex quizzes, practice sheets, labs, and tests to determine if the correct pace and depth of content is implemented in biology classes and to identify areas of weakness. Analyze data from interim assessments and Biology EOC to identify areas where improvement is needed.

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
October/November/January/February/May

Evidence of Completion:
Results from Interim Assessments and Biology EOC

G10. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at levels 4-5 by one percentage point.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Apex curriculum, Gizmos, Discovery Learning, District Pacing Guides, PBS Learning Media, Edgenuity, Florida Achieve, FCAT Explorer

Targeted Barriers to Achieving the Goal
- Results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students in Biology I have displayed different levels of interest and academic abilities in science. Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles.

Plan to Monitor Progress Toward the Goal

Review results from Apex quizzes, practice sheets, labs, and tests to determine if the correct pace and depth of content is implemented in biology classes and to identify areas of weakness. Analyze data from interim assessments and Biology EOC to identify areas where improvement is needed.

Person or Persons Responsible
Principal/Assist/Teachers

Target Dates or Schedule:
October/November/January/February/May

Evidence of Completion:
Results from Interim Assessments and Biology EOC

G11. Our Goal for 2013-14 is to raise the number of students who score in the middle and upper thirds of the US History EOC by one percentage point.

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal
- Apex Curriculum, US History textbooks,

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the US History EOC is in Global Military, Political, and Economic Challenges.

Plan to Monitor Progress Toward the Goal

Analyze Fall and Winter Interim Assessment data as well as US History EOC results to ascertain progress and mastery.

Person or Persons Responsible
Principal/Assistant Principal/US History Teachers

Target Dates or Schedule:
November/March/May

Evidence of Completion:
Results from Fall and Winter Interim Assessments and US History EOC.

G12. Our goal for 2013-14 is to raise the number of students graduating in 4 years (Federal Uniform Graduation) from 15% to 17% and to raise the number of academically at-risk students graduating in 4 years from 8% to 10%.

Targets Supported
- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal
- Student Services

Targeted Barriers to Achieving the Goal
- Student population that is served are at-risk students who are over-aged for current grade level; low performing and disengaged from school.

- Our target for 2013-14 is to reduce the number of students who miss 10% or more of instructional time from 31% to 30%.

- Our target for 2013-14 is to reduce the number of ngrade 9 students who fail two or more courses in any subject from 3% to 2% and to reduce the number of students who fail to progress on time to tenth grade from 3% to 2%

- Our target for 2013-14 is to reduce the number of students with less than a 2.0 GPA by 1 percentage point to 26%.

- Our target for 2013-14 is to reduce the number of students receiving one or more referrals that lead to suspension by one percentage point to 14%.

- Our target for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.

Plan to Monitor Progress Toward the Goal

Monitor student grade promotions

Person or Persons Responsible
Principal/Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student progress reports from STARS.

Action Plan for Improvement

Problem Solving Key

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

G1. Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.

G1.B1 Hispanic Subgroup - Reading proficiency for the Hispanic sub group during the 2012-13 was 15%. Projected target for this sub group during the 2013-14 school year is 23%

G1.B1.S1 Activate prior knowledge, chunking, read aloud, graphic organizers, story maps, vocabulary, timelines, reciprocal teaching, context clues, think/pair/share, buddy/partner reading, summarizing.

Action Step 1

Teachers will activate students' prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students: practice making story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding.

Person or Persons Responsible

Teachers, Reading Teacher/Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Winter Interim Assessments, Summative Assessments, 2014 FCAT Reading Assessment, CELLA, FAIR Assessment, GAIN Test

Facilitator:

Jennifer Abraham, Reading Coach

Participants:

Yasmany Acevedo, Portia Jackson, Carey Rappazo, Phillippe Hoffing, Stelios Valtestsiotis, Marquita Medley

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

Classroom walk through and observations,

Person or Persons Responsible

Literacy Leadership Team - Principal-Enrique Palma, Assistant Principal-Jessica M. King, Reading Teacher- Jennifer Abraham, ESE Specialist-Vivian Marzall

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, notebooks, mini-assessments, SQ3R Note Taking Technique

Plan to Monitor Effectiveness of G1.B1.S1

After teacher modeling and guided practice, students will be assessed individually to determine effectiveness.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

On-Going

Evidence of Completion

Individual student assessments from Florida Achieves and teacher made tests.

G1.B2 Reading proficiency for all students scoring at level 3 during the 2012-13 school year was 9%. Our target for the 2013-14 school year is to raise the percentage of students scoring at a level 3 on the FCAT 2.0 to 15%.

G1.B2.S1 Teachers will employ direct instruction of vocabulary in their content areas including pre-teaching vocabulary before reading, exposing students repeatedly to vocabulary in different contexts, analyzing word roots and affixes(suffixes and prefixes) of vocabulary words and implementing strategies such as vocabulary word maps and multiple meaning maps, etc. Teachers will show students independent word-learning strategies including the use of context clues, the use of word parts, and the efficient use of text features. Teachers will instruct students on the SQ3R note taking technique used in the Apex curriculum to obtain meaning from high level text. Teachers will also expose students indirectly to new vocabulary through use of high-quality oral language, and wide exposure to reading selections of varying text complexity.

Action Step 1

Students will participate in Saturday School tutoring in preparation for the FCAT 2.0.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

January - April 2014

Evidence of Completion

Student Sign-in Sheets.

Action Step 2

Teachers will receive professional development in reading and vocabulary strategies.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

August 2013-March 2014

Evidence of Completion

Professional Development Sign-In Rosters

Facilitator:

Reading Coach

Participants:

All Teachers

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

Classroom walk-throughs and observations

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student notebooks and class observations.

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will monitor the Read Around portion of Reading Plus or the vocabulary portion of My Virtual Reading Coach. Teachers will conduct notebook checks.

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Reports generated by Reading Plus and My Virtual Reading Coach, Review of SQ3R notes in student binders.

G1.B3 Our target for the 213-2014 school year is to raise the percentage of students scoring at a level 4 and above on the FCAT Reading 2.0 from 8% to 10%

G1.B3.S1 Teachers will expose students with a wider variety of nonfiction texts; both Primary Sources (historical documents, essays, letters, etc.), Secondary Sources (articles, editorials, etc.), and Functional Materials (consumer documents, brochures, websites, etc.) Teachers will require students to research information from multiple sources, annotate texts and gather evidence to support a point.

Action Step 1

Teachers will Incorporate a wide variety of texts. Teachers build background knowledge before reading text and help students use active reading strategies to make sense of text. Students use active reading strategies such as SQ3R to read related nonfiction texts.Students interact with texts to research information, gather evidence, analyze and synthesize.

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Apex and Reading Plus curriculum, classroom walk-throughs and observations.

Facilitator:

Reading Coach

Participants:

All Teachers

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

Classroom Observations

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations, student notebooks, anecdotal records

Plan to Monitor Effectiveness of G1.B3.S1

Review of results from Apex Assessments, Baseline and Interim Assessments, FAIR, Reading Plus progress, Florida Achieves Assessments, and GAIN.

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach/ESE Teacher/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from Apex Assessments, Baseline and Interim Assessments, FAIR, Reading Plus progress, Florida Achieves Assessments, and GAIN.

G1.B4 Based on District data, our goal for the 2013-2014 school year is increase learning gains from 68% to 71%.

G1.B4.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • graphic organizers (e.g., note taking, mapping); • summarization activities • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); . • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Create tutorial groups, train the teachers, monitor Reading Plus and My virtual Reading Coach

Person or Persons Responsible

Reading Coach/Teachers

Target Dates or Schedule

Teachers - Ongoing PD - August 2013, September 2013, November 2013, January 2014, February 2014, March 2014

Evidence of Completion

Professional Development sign-in rosters, tutorial group rosters, Reading Plus and My Virtual Reading Coach progress monitoring logs.

Facilitator:

Reading Coach

Participants:

All Teachers

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

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, class observations.

Person or Persons Responsible

Reading Coach/Principal/Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, class observations.

Plan to Monitor Effectiveness of G1.B4.S1

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, class observations, Florida Achieves data based on benchmarks and mini assessments.

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, class observations, Florida Achieves data based on benchmarks and mini assessments.

G1.B5 According to District data, our target for the 2013-4014 school year is to increase learning gains for the lower 25% from 67% to 70%.

G1.B5.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • graphic organizers (e.g., note taking, mapping); • summarization activities • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); . • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Offer teachers professional development in reading strategies, creation of tutorial groups based on reading levels, monitor Reading Plus and My Virtual Reading Coach progress.

Person or Persons Responsible

Reading Coach - PD, grouping and monitoring Teachers - monitoring

Target Dates or Schedule

On Going

Evidence of Completion

Professional development sign-in rosters, reading tutorial group rosters, Reading Plus and My Virtual Reading Coach progress reports.

Facilitator:

Reading Coach

Participants:

All Teachers

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

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini-assessments

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

On Going

Evidence of Completion

Results from Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini-assessments

Plan to Monitor Effectiveness of G1.B5.S1

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini-assessments

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

On Going

Evidence of Completion

Results from Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini-assessments

G1.B6 Our CELLA listening and speaking target for the 2013-2014 school year is to raise the proficiency percentage from 39% to 45%

G1.B6.S1 Students will practice English phonics and fluency using My Virtual Reading Coach. Content-based, guided interaction activities will help students develop oral fluency and cognitive academic language proficiency.

Action Step 1

Train teachers on how to use My Virtual Reading Coach. Provide professional development on ESOL strategies, and identify ESOL students by level.

Person or Persons Responsible

Reading Coach/Assistant Principal

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional development sign-in rosters, identification of ESOL students in STARS.

Facilitator:

Maria Malvar (representative from My Virtual Reading Coach)

Participants:

Teachers/Reading Coach

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

Classroom observations, monitoring of usage in My Virtual Reading Coach

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach

Target Dates or Schedule

On going

Evidence of Completion

Classroom observations, usage reports from My Virtual Reading Coach

Plan to Monitor Effectiveness of G1.B6.S1

Review student progress in My Virtual Reading Coach, assess oral reading fluency with running records

Person or Persons Responsible

Reading Coach/Teachers

Target Dates or Schedule

On going

Evidence of Completion

Progress reports in My Virtual Reading Coach, assess oral reading fluency with running records

G1.B7 Our CELLA writing target for the 2013-2014 school year is to increase proficiency from 7% to 16%.

G1.B7.S1 Students will focus on writing in logical sequence and stress elaboration techniques such as concrete examples, statistics, comparisons, real life examples, anecdotes, and facts to develop elaboration and focus. Students will apply grammatical rules learned in My Virtual Reading Coach to their writing.

Action Step 1

Train teachers for My Virtual Reading Coach and practice writing prompts and rubrics

Person or Persons Responsible

Trainer - (My Virtual Reading Coach) and Reading Director (writing prompts and resources)

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional development sign-in rosters/copies of writing resources

Facilitator:

Maria Malvar (MVRC Trainer

Participants:

All Teachers/Reading Coach

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

Regular classroom observations will be conducted and writing samples will be reviewed.

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach/Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom observations and writing samples.

Plan to Monitor Effectiveness of G1.B7.S1

Review writing samples and use editing to improve writing. Conduct mini-assessments. Monitor progress in grammar portion of My Virtual Reading Coach.

Person or Persons Responsible

Teachers/Reading Coach

Target Dates or Schedule

On going

Evidence of Completion

Writing samples, edited writing samples, essays from Apex courses, results of mini-assessments progress reports from My Virtual Reading Coach.

G1.B8 Our CELLA Reading target for the 2013-2014 school year is to increase the proficiency percentage from 19% to 27%.

G1.B8.S1 Teachers will discuss new concepts and vocabulary using visual aids and examples. Teachers will group students together to assist in understanding what they read. Students will work collaboratively to respond to text on graphic organizers that make the content more accessible. Students will practice English phonics, fluency, grammar, and vocabulary daily

Action Step 1

Identify ESOL students.Place ESOL students in Literacy Advantage courses in Apex for more reading support.Professional development on ESOL reading strategies. Professional development on using the My Virtual Reading Coach program.

Person or Persons Responsible

Assistant Principal (placement), Reading Coach PD-reading strategies, Maria Malvar PD - My Virtual Reading Coach.

Target Dates or Schedule

October 2013/On Going

Evidence of Completion

Professional development sign in rosters, ESOL students identified in STARS

Facilitator:

Reading Coach- Reading Strategies/Maria Malvar-My Virtual Reading Coach

Participants:

All Teachers

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

Classroom observations and monitoring usage of My Virtual Reading Coach

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach

Target Dates or Schedule

On going

Evidence of Completion

Classroom observations, reports from My Virtual Reading Coach

Plan to Monitor Effectiveness of G1.B8.S1

Teachers will monitor student progress in Apex courses and in My Virtual Reading Coach. The reading coach will monitor progress on the FAIR test.

Person or Persons Responsible

Reading Coach/Teachers

Target Dates or Schedule

August 2013/November 2013/April 2014/Ongoing

Evidence of Completion

Student progress monitoring reports from Apex, My Virtual Reading Coach, and the FAIR test.

G2. Our post-secondary reading readiness goal for 2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

G2.B1 Students are not ready for success in college level classes.

G2.B1.S1 Give students required remedial instruction prior to high school graduation. Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading, and writing to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

Action Step 1

Place students in appropriate classes, provide diagnostic assessment and ongoing practice in higher level reading through Reading Plus. Train teachers on how to monitor Reading Plus.

Person or Persons Responsible

The Literacy Leadership team

Target Dates or Schedule

Upon enrollment, ongoing

Evidence of Completion

Students are in appropriate classes in STARS and ISIS.

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

Classroom observations will be conducted. Reading Plus usage reports will be monitored.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach (observations) Reading Coach, Teachers (monitoring)

Target Dates or Schedule

Daily monitoring, weekly observations

Evidence of Completion

Observations, Reading Plus usage reports

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will monitor data from Reading Plus to assess progress.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus reports.

G3. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 38% to 44%.

G3.B1 Students lack the ability to add layered support in the body of their essays.

G3.B1.S1 Develop a writing plan to develop the main idea(s) and supporting details. - Assist students to organize their ideas into a logical sequence. –Model effective writing for students. -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.

Action Step 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Person or Persons Responsible

English Teachers

Target Dates or Schedule

August - February

Evidence of Completion

Student essays and assignments

Action Step 2

Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade.

Person or Persons Responsible

English Teachers

Target Dates or Schedule

August - February

Evidence of Completion

Student essays and assignments

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

Classroom walk-through and observations

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On-Going

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G3.B1.S1

Administer and score students' writing prompts using rubrics to monitor students' progress and adjust focus as needed.

Person or Persons Responsible

Principal/Assistant Principal/English Teachers

Target Dates or Schedule

January/February

Evidence of Completion

Students' scores on monthly writing assessments. District Writing Pre / Post- test. 2014 FCAT Writing Assessment

G4. Our AMO goal in mathematics for the 2013-14 school year is to raise proficiency from 21% to 28% for the Hispanic subgroup.

G4.B1 The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.

G4.B1.S1 Provide opportunities for the students to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Alignment of Apex Algebra 1 curriculum to district topic tests in Algebra 1.

Person or Persons Responsible

Algebra Team -

Target Dates or Schedule

September/October 2013

Evidence of Completion

Alignment plan and administration of district topic tests.

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

Administration of topic tests

Person or Persons Responsible

Algebra teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Scored topic tests demonstrate gains.

Plan to Monitor Effectiveness of G4.B1.S1

Topic test data from Edusoft, Apex Course Completions

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft scores demonstrate gains. Apex Course Completions demonstrate mastery.

G4.B2 Algebra 1 and Geometry students do not receive direct instruction on a regularly scheduled basis.

G4.B2.S1 Use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of rational numbers, properties, expressions and equations, and linear equations as indicated by data reports.

Action Step 1

Create and schedule pull-out groups of students Identified as enrolled in Algebra 1 and Geometry classes with completions of semester A and 60 % of semester B.

Person or Persons Responsible

Teacher/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Apex class lists, pull-out schedule

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

Daily pull out group lessons, class observations, student work.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily walk throughs and class observations, student work.

Plan to Monitor Effectiveness of G4.B2.S1

District topic tests

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft reports

G4.B3 The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics

G4.B3.S1 Provide opportunities for students to practice the content so they will be able to: Find the length, midpoint, and one of the endpoints of a segment. • Determine measures of interior and exterior angles of regular polygons. • Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. • Use properties of congruent and similar polygons to solve mathematical or real-world problems. • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. • Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. • Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems

Action Step 1

Alignment of Apex curriculum to district topic tests in geometry.

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

September/October

Evidence of Completion

Alignment plan

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

Administration of topic tests

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft data

Plan to Monitor Effectiveness of G4.B3.S1

Results from Edusoft topic tests, classroom observations and walk throughs, Apex tests, quizzes, practices, and course completions,

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft data, Apex course completions

G5. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 3%.

G5.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G5.B1.S1 Teachers will use additional intervention tutorial programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

Action Step 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Person or Persons Responsible

Algebra 1 and Geometry Teachers

Target Dates or Schedule

August-October

Evidence of Completion

Tutorial Group Rosters

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

Classroom Observations direct instruction lessons and intervention schedules

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Observations

Plan to Monitor Effectiveness of G5.B1.S1

Provide Algebra and Geometry teachers with corrective feedback and data regarding student progress

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

State and district data reports from Edusoft and Pearson.

G6. Based on District data, our goal is to increase learning gains in Algebra 1 EOC and Geometry by 4% for the lower 25%.

G6.B1 Students did not receive enough direct instruction and intervention opportunities to make adequate learning gains.

G6.B1.S1 Teachers will use additional intervention tutorial programs and direct instruction opportunities to improve the areas of deficiencies identified on Algebra 1 and Geometry EOC results.

Action Step 1

Teachers will create instructional focus calendars to guide their benchmark guided instruction.

Person or Persons Responsible

Algebra 1 and Geometry Teachers

Target Dates or Schedule

August-October

Evidence of Completion

Tutorial Group Rosters

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

Classroom Observations direct instruction lessons and intervention schedules

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Class Observations

Plan to Monitor Effectiveness of G6.B1.S1

Provide Algebra and Geometry teachers with corrective feedback and data regarding student progress

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

State and district data reports from Edusoft and Pearson.

G7. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 45% to 49%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

G7.B1 The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.

G7.B1.S1 Provide opportunities for the students to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. Support mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Alignment of Apex Algebra 1 curriculum to district topic tests in Algebra 1.

Person or Persons Responsible

Algebra Team -

Target Dates or Schedule

September/October 2013

Evidence of Completion

Alignment plan and administration of district topic tests.

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

Administration of topic tests, Apex tests and quizzes, Apex Practice Sheets

Person or Persons Responsible

Algebra teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, Graded Apex Tests, Quizzes, and Practice Sheets

Plan to Monitor Effectiveness of G7.B1.S1

Topic test data from Edusoft, and APEX Materials

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft scores demonstrate gains. Completion of Apex Student Summary Sheets.

G7.B2 Algebra 1 students do not receive direct instruction on a regularly scheduled basis.

G7.B2.S1 Use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of rational numbers, properties, and linear equations as indicated by data reports.

Action Step 1

Create and schedule pull-out groups of students Identified as enrolled in Algebra 1 classes in Apex and that have completed semester A and 60% of semester B.

Person or Persons Responsible

Teachers/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Apex class lists, pull-out schedule

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

Daily pull out group lessons and sessions.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily walk throughs and class observations, student work.

Plan to Monitor Effectiveness of G7.B2.S1

District topic tests, Apex Tests and Quizzes

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft reports, Apex Student Summary Reports

G8. Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 13% to 19%.

G8.B1 The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics

G8.B1.S1 Provide opportunities for students to practice the content so they will be able to: Find the length, midpoint, and one of the endpoints of a segment. • Determine measures of interior and exterior angles of regular polygons. • Solve problems related to circles and find measures of arcs. Identify the center, radius, or graph of a circle given its equation and identify the equation of a circle given its center and radius or graph. • Use properties of congruent and similar polygons to solve mathematical or real-world problems. • Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. • Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. • Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. • Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.

Action Step 1

Alignment of Apex curriculum to district topic tests in geometry.

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

August/September

Evidence of Completion

Alignment plan

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

Administration of topic tests, Apex tests and quizzes, Apex Practice Sheets

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, Graded Apex Tests, Quizzes, and Practice Sheets

Plan to Monitor Effectiveness of G8.B1.S1

Topic test data from Edusoft, Apex Tests and Quizzes, Apex Practice Sheets, class observations and walk throughs

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft data reports, Results from Apex Tests and Quizzes,

G8.B2 Geometry students do not receive direct instruction on a regularly scheduled basis.

G8.B2.S1 Use an in-school intervention tutorial program to address the mathematics deficiencies particularly in the areas of expressions and equations as indicated by data reports

Action Step 1

Create and schedule pull-out groups of students Identified as enrolled in Geometry in Apex.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Apex class lists, pull out group schedule.

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

Daily pull-out group lessons

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Class observations and walk throughs

Plan to Monitor Effectiveness of G8.B2.S1

District topic tests

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft reports

G9. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at level 3 two percentage points from 62% to 64%.

G9.B1 Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles.

G9.B1.S1 Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Action Step 1

Align Apex Curriculum lessons with the biology test item specifications for biology and pace set by the district pacing guides.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

September/October

Evidence of Completion

Alignment Plan

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

Class observations and walk-throughs,

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, SQ3R notes

Plan to Monitor Effectiveness of G9.B1.S1

Data from interim assessments and Apex quizzes, practice sheets, labs, and tests will be monitored to determine if the correct pace and depth of content is implemented in biology classes and to remediate areas of weakness.

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment data, Apex quizzes, tests and practice sheets, Biology EOC

G10. Our Biology EOC goal for 2013-14 is to increase the number of students scoring at levels 4-5 by one percentage point.

G10.B1 Results of the 2013 Biology EOC, students had difficulty in all Reporting Categories. Students in Biology I have displayed different levels of interest and academic abilities in science. Students experience difficulties in understanding abstract concepts. Students require opportunities to use instructional technology such as Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Focus and other resources to work collaboratively and improve their conceptual understanding of biological principles.

G10.B1.S1 Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Action Step 1

Align Apex Curriculum lessons with the biology test item specifications for biology and pace set by the district pacing guides.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

September/October

Evidence of Completion

Alignment Plan

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

Classroom Walk-throughs and Obsevations

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, SQ3R notes

Plan to Monitor Effectiveness of G10.B1.S1

Data from interim assessments and Apex quizzes, practice sheets, labs, and tests will be monitored to determine if the correct pace and depth of content is implemented in biology classes and to remediate areas of weakness.

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Results f rom Interim Assessments, Apex tests, quizzes, Biology EOC

G11. Our Goal for 2013-14 is to raise the number of students who score in the middle and upper thirds of the US History EOC by one percentage point.

G11.B1 The area of deficiency as noted on the 2013 administration of the US History EOC is in Global Military, Political, and Economic Challenges.

G11.B1.S1 Teachers will: • Emphasizes problem solving and inquiry-based learning; • Emphasizes an in-depth understanding of democratic principles; • Emphasizes research-based activities on the Constitution and Bill of Rights; • Provides opportunities for students to write to inform and to persuade

Action Step 1

Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

Person or Persons Responsible

History Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SQ3r Notes, Apex Tests, Quizzes, Practice Sheets.

Action Step 2

Ensure that all US History students enrolled in regular and honors courses participate in the District baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Person or Persons Responsible

Assistant Principal/Teachers

Target Dates or Schedule

August and as students enroll into a US History class.

Evidence of Completion

Edusoft data reports

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

Classroom walk-throufghs and observations, identification of US History students for EOC

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work including SQ3r Notes, Apex Tests, Quizzes, Practice Sheets. Testing rosters from Pearson

Plan to Monitor Effectiveness of G11.B1.S1

Student work and Apex course completion will be monitored and evaluated.

Person or Persons Responsible

US History Teacher/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Apex course completions.

G12. Our goal for 2013-14 is to raise the number of students graduating in 4 years (Federal Uniform Graduation) from 15% to 17% and to raise the number of academically at-risk students graduating in 4 years from 8% to 10%.

G12.B1 Student population that is served are at-risk students who are over-aged for current grade level; low performing and disengaged from school.

G12.B1.S1 Students are offered the opportunity to attend a 5 hour morning and/or afternoon session to complete high school credits. Students are served in a smaller setting. Learning is personalized to meet the courses students need for graduation. Assistant Principal and Career coach will meet with students to review and discuss progress towards graduation.

Action Step 1

Student course history will be evaluated for creation of the high school graduation plan. Prior schools will be contacted in order to recover credit for courses due to the No-Credit rule. Attempts to recover half credit for full credit course will be made as well.

Person or Persons Responsible

Assistant Principal/Data Input Specialist

Target Dates or Schedule

Upon student enrollment

Evidence of Completion

Graduation plan, course histories

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

Student progress towards graduation will be monitored and student will be advised of progress

Person or Persons Responsible

Assistant Principal/Career Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Apex Course Completions

Plan to Monitor Effectiveness of G12.B1.S1

Course completion data will be analyzed

Person or Persons Responsible

Principal/Assistant/Career Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Apex Course Completion Reports from STARS

G12.B2 Our target for 2013-14 is to reduce the number of students who miss 10% or more of instructional time from 31% to 30%.

G12.B2.S1 All students will become familiar with the attendance policy and attendance requirements for credit. Parents will be notified and informed via phone the same day a student is absent. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. Credit will be withheld for students with 10 or more unexcused absences until attendance improves. Student incentives will be offered to improve attendance.

Action Step 1

Attendance reports from STARS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. Monitor attendance calls made by teachers.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

EIS reports, Attendance Intervention Reports, Daily Attendance Percentage

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

Review attendance data

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports from STARS

Plan to Monitor Effectiveness of G12.B2.S1

Review attendance reports for improvement in school attendance rates.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports from STARS, EIS reports

G12.B3 Our target for 2013-14 is to reduce the number of ngrade 9 students who fail two or more courses in any subject from 3% to 2% and to reduce the number of students who fail to progress on time to tenth grade from 3% to 2%

G12.B3.S1 Students are offered the opportunity to attend a 5 hour morning or afternoon session to complete high school credits. Students are served in a smaller setting. Learning is personalized to meet the courses students need for graduation.

Action Step 1

Apex course work will be monitored and assistance and interventions will be provided via subject area certified teacher

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Apex course summary reports, and SQ3R notes

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

Classroom walk-throughs and observations

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Progress monitoring charts

Plan to Monitor Effectiveness of G12.B3.S1

Classroom walk-throughs and observations, Review progress monitoring charts

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Progress monitoring charts, Apex course completions

G12.B4 Our target for 2013-14 is to reduce the number of students with less than a 2.0 GPA by 1 percentage point to 26%.

G12.B4.S1 Students are served in an individualized smaller setting. Learning is personalized to meet the courses students need for graduation. Students will receive one on assistance in course work to raise GPA.

Action Step 1

Students with less than a 2.0 GPA will be identified. Student course histories will be evaluated and credit recovery courses assigned where necessary.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

on going

Evidence of Completion

Data report from STARS and course histories

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

GPA data will be analyzed

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports from STARS and district

Plan to Monitor Effectiveness of G12.B4.S1

GPA data will show improvement

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports from STARS and district

G12.B5 Our target for 2013-14 is to reduce the number of students receiving one or more referrals that lead to suspension by one percentage point to 14%.

G12.B5.S1 Students will receive a positive phone call at least once per month. Faculty and staff will provide a friendly, respectful, and welcoming environment for students

Action Step 1

School personnel will: • Recognize student achievement whenever possible. • Greet all students upon entering the school. • Teachers will record positive phone calls in student information database.

Person or Persons Responsible

All staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Positive Phone Call reports.

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

Review Positive Call Log by Staff to ensure compliance. Observe student and staff interaction.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

STARS Positive Call Log

Plan to Monitor Effectiveness of G12.B5.S1

Review and monitor number of referrals submitted to administration.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On Going

Evidence of Completion

A reduction in Corrective communications reports

G12.B6 Our target for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.

G12.B6.S1 Students are offered the opportunity to attend a 5 hour morning or afternoon session to complete high school credits. Students are served in a smaller setting. Learning is personalized to meet the courses students need for graduation.

Action Step 1

Student course history will be evaluated for creation of the high school graduation plan. Prior schools will be contacted in order to recover credit for courses due to the No-Credit rule. Attempts to recover half credit for full credit course will be made as well.

Person or Persons Responsible

Assistant Principal/Data Specialist

Target Dates or Schedule

Upon enrollment to the school

Evidence of Completion

Course histories, student schedules, graduation plans.

Plan to Monitor Fidelity of Implementation of G12.B6.S1

Review graduation plans and course completions

Person or Persons Responsible

Principal/Assistant Principal/Career Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Course completions

Plan to Monitor Effectiveness of G12.B6.S1

Review Credits Earned reports from STARS.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Credits Earned reports from STARS, number of students graduating per moth

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 I, Part A
Green Springs High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs. Available funds will be used to assist in the design and implementation of progress monitoring, data collection, and data analysis. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to students. Green Springs Senior High School's Leadership Team and Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Title I, Part C- Migrant
Green Springs High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. 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. 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.
Supplemental Academic Instruction (SAI)
Green Springs High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs.
Violence Prevention Programs
Green Springs High School will utilize the Family Support Specialist to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at Green Springs:
Bullying Program Student / Parenting classes/ counseling with family support specialist .
Nutrition Programs – N/A
Housing Programs - N/A

Head Start – N/A
Adult Education
We will work with Adult Education programs in order to provide students with the opportunity to recover credits not achieved during the regular school program.
Career and Technical Education – N/A
Job Training – N/A

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. Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.

G1.B1 Hispanic Subgroup - Reading proficiency for the Hispanic sub group during the 2012-13 was 15%. Projected target for this sub group during the 2013-14 school year is 23%

G1.B1.S1 Activate prior knowledge, chunking, read aloud, graphic organizers, story maps, vocabulary, timelines, reciprocal teaching, context clues, think/pair/share, buddy/partner reading, summarizing.

PD Opportunity 1

Teachers will activate students' prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students: practice making story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding.

Facilitator

Jennifer Abraham, Reading Coach

Participants

Yasmany Acevedo, Portia Jackson, Carey Rappazo, Phillippe Hoffing, Stelios Valtestsiotis, Marquita Medley

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments: Anecdotal and Mini-assessments, Baseline Benchmark Assessment, Fall and Winter Interim Assessments, Summative Assessments, 2014 FCAT Reading Assessment, CELLA, FAIR Assessment, GAIN Test

G1.B2 Reading proficiency for all students scoring at level 3 during the 2012-13 school year was 9%. Our target for the 2013-14 school year is to raise the percentage of students scoring at a level 3 on the FCAT 2.0 to 15%.

G1.B2.S1 Teachers will employ direct instruction of vocabulary in their content areas including pre-teaching vocabulary before reading, exposing students repeatedly to vocabulary in different contexts, analyzing word roots and affixes(suffixes and prefixes) of vocabulary words and implementing strategies such as vocabulary word maps and multiple meaning maps, etc. Teachers will show students independent word-learning strategies including the use of context clues, the use of word parts, and the efficient use of text features. Teachers will instruct students on the SQ3R note taking technique used in the Apex curriculum to obtain meaning from high level text. Teachers will also expose students indirectly to new vocabulary through use of high-quality oral language, and wide exposure to reading selections of varying text complexity.

PD Opportunity 1

Teachers will receive professional development in reading and vocabulary strategies.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

August 2013-March 2014

Evidence of Completion

Professional Development Sign-In Rosters

G1.B3 Our target for the 213-2014 school year is to raise the percentage of students scoring at a level 4 and above on the FCAT Reading 2.0 from 8% to 10%

G1.B3.S1 Teachers will expose students with a wider variety of nonfiction texts; both Primary Sources (historical documents, essays, letters, etc.), Secondary Sources (articles, editorials, etc.), and Functional Materials (consumer documents, brochures, websites, etc.) Teachers will require students to research information from multiple sources, annotate texts and gather evidence to support a point.

PD Opportunity 1

Teachers will Incorporate a wide variety of texts. Teachers build background knowledge before reading text and help students use active reading strategies to make sense of text. Students use active reading strategies such as SQ3R to read related nonfiction texts.Students interact with texts to research information, gather evidence, analyze and synthesize.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Apex and Reading Plus curriculum, classroom walk-throughs and observations.

G1.B4 Based on District data, our goal for the 2013-2014 school year is increase learning gains from 68% to 71%.

G1.B4.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • graphic organizers (e.g., note taking, mapping); • summarization activities • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); . • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Create tutorial groups, train the teachers, monitor Reading Plus and My virtual Reading Coach

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

Teachers - Ongoing PD - August 2013, September 2013, November 2013, January 2014, February 2014, March 2014

Evidence of Completion

Professional Development sign-in rosters, tutorial group rosters, Reading Plus and My Virtual Reading Coach progress monitoring logs.

G1.B5 According to District data, our target for the 2013-4014 school year is to increase learning gains for the lower 25% from 67% to 70%.

G1.B5.S1 Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • graphic organizers (e.g., note taking, mapping); • summarization activities • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); . • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Offer teachers professional development in reading strategies, creation of tutorial groups based on reading levels, monitor Reading Plus and My Virtual Reading Coach progress.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Professional development sign-in rosters, reading tutorial group rosters, Reading Plus and My Virtual Reading Coach progress reports.

G1.B6 Our CELLA listening and speaking target for the 2013-2014 school year is to raise the proficiency percentage from 39% to 45%

G1.B6.S1 Students will practice English phonics and fluency using My Virtual Reading Coach. Content-based, guided interaction activities will help students develop oral fluency and cognitive academic language proficiency.

PD Opportunity 1

Train teachers on how to use My Virtual Reading Coach. Provide professional development on ESOL strategies, and identify ESOL students by level.

Facilitator

Maria Malvar (representative from My Virtual Reading Coach)

Participants

Teachers/Reading Coach

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional development sign-in rosters, identification of ESOL students in STARS.

G1.B7 Our CELLA writing target for the 2013-2014 school year is to increase proficiency from 7% to 16%.

G1.B7.S1 Students will focus on writing in logical sequence and stress elaboration techniques such as concrete examples, statistics, comparisons, real life examples, anecdotes, and facts to develop elaboration and focus. Students will apply grammatical rules learned in My Virtual Reading Coach to their writing.

PD Opportunity 1

Train teachers for My Virtual Reading Coach and practice writing prompts and rubrics

Facilitator

Maria Malvar (MVRC Trainer

Participants

All Teachers/Reading Coach

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional development sign-in rosters/copies of writing resources

G1.B8 Our CELLA Reading target for the 2013-2014 school year is to increase the proficiency percentage from 19% to 27%.

G1.B8.S1 Teachers will discuss new concepts and vocabulary using visual aids and examples. Teachers will group students together to assist in understanding what they read. Students will work collaboratively to respond to text on graphic organizers that make the content more accessible. Students will practice English phonics, fluency, grammar, and vocabulary daily

PD Opportunity 1

Identify ESOL students.Place ESOL students in Literacy Advantage courses in Apex for more reading support.Professional development on ESOL reading strategies. Professional development on using the My Virtual Reading Coach program.

Facilitator

Reading Coach- Reading Strategies/Maria Malvar-My Virtual Reading Coach

Participants

All Teachers

Target Dates or Schedule

October 2013/On Going

Evidence of Completion

Professional development sign in rosters, ESOL students identified in STARS

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.	$1,000
	Total	$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials		Total
Title 1		$1,000	$1,000
Total		$1,000	$1,000

Budget Details

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

G1. Reading proficiency for all students during the 2012-13 administration of the FCAT 2.0 was 17%. For the 2013-14 school year, our goal is to raise reading proficiency for all students on the FCAT 2.0 by 5 percentage points to 22%.

G1.B2 Reading proficiency for all students scoring at level 3 during the 2012-13 school year was 9%. Our target for the 2013-14 school year is to raise the percentage of students scoring at a level 3 on the FCAT 2.0 to 15%.

G1.B2.S1 Teachers will employ direct instruction of vocabulary in their content areas including pre-teaching vocabulary before reading, exposing students repeatedly to vocabulary in different contexts, analyzing word roots and affixes(suffixes and prefixes) of vocabulary words and implementing strategies such as vocabulary word maps and multiple meaning maps, etc. Teachers will show students independent word-learning strategies including the use of context clues, the use of word parts, and the efficient use of text features. Teachers will instruct students on the SQ3R note taking technique used in the Apex curriculum to obtain meaning from high level text. Teachers will also expose students indirectly to new vocabulary through use of high-quality oral language, and wide exposure to reading selections of varying text complexity.

Action Step 1

Students will participate in Saturday School tutoring in preparation for the FCAT 2.0.

Resource Type

Evidence-Based Materials

Resource

Reading supplemental material/Ladders for Success

Funding Source

Title 1

Amount Needed

$1,000