



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Academy Of Arts & Minds

3138 COMMODORE PLZ

Miami, FL 33133

305-448-1100

<http://www.aandm.net>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

32%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

84%

School Grades History

2013-14

C

2012-13

C

2011-12

B

2010-11

A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Academy Of Arts & Minds

Principal

Rev. Richard Dunn, Eida Herrera

School Advisory Council chair

Plymouth-Ann Cook

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

Name	Title
Eida Herrera	Principal
Jorge Fernandez	Assistant Principal
Lissette Castillo	ESE/ELL Specialist
Mellisa Douchon	Activities Director
Kara Trucchio	Student Services Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council (SAC) is a team representing various stake-holders of the community; parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. There is a Chairperson, and a representative for the ESE students.

The membership is composed of Principal 1, Teachers 3, Alternate Teachers 2, Educational Support 1, Alternate

Educational Support 1, Parents 4, Alternate Parent 1, Student 1, Alternate Student 1, Business Committee Representative 3.

Involvement of the SAC in the development of the SIP

The purpose of a SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

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

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan. A portion of the funds are allotted for student learning incentives, with the remainder of the funds divided evenly amongst the departments for learning incentives.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rev. Richard Dunn, Eida Herrera

Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Educational Specialist Degree in Educational Leadership
 Masters of Science Degree in Reading Leadership
 Bachelors Degree of Science in Elementary Education

Performance Record

2013 - F
 Rdg. Proficiency - 23%
 Math Proficiency - 27%
 Lrng Gains-Rdg. - 50 points
 Lrng Gains-Math - 49 points
 Gains-Rdg-25% - 60 points
 Gains-Math-25% - 61 points
 Rdg. AMO - 38%
 Math AMO - 43%

2012 - F
 Rdg. Proficiency - 24%
 Math Proficiency - 32%
 Lrng Gains-Rdg. - 56 points
 Lrng Gains-Math - 60 points
 Gains-Rdg-25% - 62 points
 Gains-Math-25% - 67 points
 Rdg. AMO - 32%
 Math AMO - 37%

2011 - C
 Rdg. Proficiency - 57%
 Math Proficiency - 62%
 Lrng Gains-Rdg. - 63 points
 Lrng Gains-Math - 52 points
 Gains-Rdg-25% - 60 points
 Gains-Math-25% - 56 points
 Rdg. AMO - 33%
 Math AMO - 37%

2010 - A
 Rdg. Proficiency - 75%
 Math Proficiency - 72%
 Lrng Gains-Rdg. - 70 points
 Lrng Gains-Math - 57 points
 Gains-Rdg-25% - 66 points
 Gains-Math-25% - 59 points

2009 - A
 Rdg. Proficiency - 75%
 Math Proficiency - 73%
 Lrng Gains-Rdg. - 75 points
 Lrng Gains-Math - 68 points
 Gains-Rdg-25% - 74 points
 Gains-Math-25% - 69 points

Jorge Fernandez		
Asst Principal	Years as Administrator: 1	Years at Current School: 3

Credentials	Bachelor of Arts in Education Master of Arts in Educational - Administration & Supervision K -12 Juris Doctorate
Performance Record	2013 - Pending Rdg. Proficiency - 41% Math Proficiency - 54% Lrng Gains-Rdg. - 68 points Lrng Gains-Math - 67 points Gains-Rdg-25% - 76 points Gains-Math-25% - 77 points Rdg. AMO - 49% - Math AMO - 33% 2012 - B Rdg. Proficiency - 63% Math Proficiency - 61% Lrng Gains-Rdg. - 64 points Lrng Gains-Math - 47 points Gains-Rdg-25% - 54 points Gains-Math-25% - 43 points Rdg. AMO - 77% Math AMO - 46% 2011 - A Rdg. Proficiency - 63% Math Proficiency - 81% Lrng Gains-Rdg. - 66 points Lrng Gains-Math - 90 points Gains-Rdg-25% - 63 points Gains-Math-25% - 80 points Rdg. AMO - 75% Math AMO - 41%

Classroom Teachers

# of classroom teachers	20
# receiving effective rating or higher	15, 75%
# Highly Qualified Teachers	75%
# certified in-field	16, 80%
# ESOL endorsed	2, 10%

reading endorsed

1, 5%

with advanced degrees

10, 50%

National Board Certified

, 0%

first-year teachers

2, 10%

with 1-5 years of experience

6, 30%

with 6-14 years of experience

8, 40%

with 15 or more years of experience

4, 20%

Teacher Recruitment and Retention Strategies

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

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

Regular monthly meetings with early career teachers and teachers new to the school; Eida Herrera, Principal

Mentor Teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed; Eida Herrera, Principal

Regular professional learning period activities focused on development and alignment of instructional activities;

Lissette Castillo, Lead Teacher

Principal solicits referrals from current teaching staff for potential new hires; Eida Herrera, Principal
Teachers for Teachers website as a resource bank for potential new hires; Jorge Fernandez, Assistant Principal

In order to retain highly qualified teachers they are being paid competitively on the same scale as Dade County Public School teachers and are being offered supplements for higher educational degrees. Additionally, their benefit package includes 100% medical and dental benefits.

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

New teachers are paired with veteran teachers within their own department in an effort to assist new teachers

with the day to day support. Teachers are paired up in the same areas whenever possible.

Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction.

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 team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

- Eida Herrera, Principal: Ensures implementation of intervention and support of professional development to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/Rtl. Consensus of the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ Rtl plans and activates the school will provide to effectively enhance student achievement.
- Lissette Castillo, (ESE) collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Lissette Castillo, Reading Instructional Specialist: Supports and provides Instruction through professional development to the Intensive Reading teacher as well as the content area teachers on the Implementation of data driven Instruction in the K-12 reading plan using data to drive instruction.
- Armando Martinez, School Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- Julie Harris, Test Chair: Provides support necessary to teachers and staff regarding the management and display of data.
- Barbie Navarro, Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.
- *Raquel Aspuru, Staffing Specialist: Participates in staffing students into their respective programs by generating goals and compliance.

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

The team meets once a month. They analyze data and drive instruction based on deficient standards. They review Progress Monitoring data to identify students meeting/exceeding benchmarks. They provide best practices and strategies to implement for students not meeting standards. They identify professional development needs based on data to drive instruction. They provide formalized efforts to promote

school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits. They analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction. They identify on-going, informed adjustments needed to provide instruction to meet the needs of all students. They facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

Baseline Data

Florida Comprehensive Assessment Test (FCAT)

Fall Interim Assessments through Edusoft

In house pre-assessments in all content areas

Progress Monitoring: FLEX

Winter Interim Assessments through Edusoft

Midyear: Florida Assessment for Instruction in reading (FAIR)

In house mid-term exams in all content areas

End of year: FAIR, FCAT, in house final exams in all content areas,

Spring Interim Assessments through Edusoft

- Frequency of Data Days: once a month for data analysis/data charts

- Behavior: Monitor suspension and attendance rate

Department Heads meet with the individual departments and review and disaggregate the data. These data chats are held with the teachers who in turn then have them with the students. The purpose of these data chats are to guide the teachers instruction.

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

The Rtl team will create a needs assessment for professional development. Professional development will be provided in the areas of CRISS Strategies, Reciprocal Teaching, Teaching Reading in the Content Areas, Classroom Management, and Differentiated Instruction.

The team will meet regularly, collect feedback, analyze and provide support as needed.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 4,800

The school will be offering tutoring through afterschool in Reading and Mathematics. The goal of instruction is to teach the ideas, concepts, and principles of the specific subject. Usage of content area textbooks

in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the instruction to ensure that all students are provided instruction inclusive of effective reading strategies. Regular professional development activities are scheduled throughout the school year in order to keep the faculty at the cutting edge of instruction. Students use a variety of researched based computer programs to remediate skills. In addition, tutoring services are provided for AP and EOC courses afterschool to students throughout the school year.

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?

Data is collected through the school year. Students are administered the Baseline, Fall interim, Winter Interim and FCAT or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Eida Herrera	Principal
Jorge Fernandez	Assistant Principal
Lissette Castillo	ESE & ESOL
Mirian Rodriguez	Reading
Lindi Rigg	Social Studies
Jose Rodriguez	Mathematics
Mary Abreu	Art
Karin Bejerano	Dance

How the school-based LLT functions

The functions of the Literacy Leadership Team (LLT) include determining how to best meet the needs of all students in order to help students achieve academic success both in high school and beyond. They are to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal selects team members for the LLT based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will provide the necessary resources to the LLT team, which will meet monthly to discuss research, based best practices in reading instruction, assessment and observational data in order to make instructional and programmatic decisions. The Literacy Leadership Team will work to guarantee fidelity of implementation of the K-12 CRRP. The team uses data to identify the best resources that address the needs of the identified students.

Major initiatives of the LLT

The initiative of the LLT is to build school wide capacity in the area of literacy by establishing model classrooms; conferencing with teachers and administrators; providing professional development, reviewing progress monitoring, data at the grade/classroom level and identify students who are at moderate/high risk for not meeting standard. In order to ensure the effectiveness of focus lessons, the Literacy Leadership Team will analyze data collected from assessments as they are administered throughout the school year and provide guidance as necessary.

Every Teacher Contributes to Reading Instruction

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

The school will be providing Professional Development to all teachers on Reading Strategies for the different subjects. The goal of content area instruction is to teach the ideas, concepts, and principles of a reading. Usage of content area textbooks in order to improve reading comprehension, application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction of effective reading strategies.

College and Career Readiness

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

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

The Academy of Arts and Minds Charter High School sets the foundation of all efforts to improve high school students' transition to postsecondary education and/or careers with an applied and integral curriculum that connects academics and vocational learning. The Art Strands at A & M include: Visual Arts, Photography,

Instrumental Music, Vocal Music, Theatre/Drama, Dance, and Creative Writing.

These strands offer programs designed to meet the interests of any students interested in the visual or performing arts. At the higher level of the strand, the programs offer career preparation for the strand for students who will pursue visual and performing arts as their career path. The students participate in community, state and National events. In addition, the school also provides a class of On The Job Training for students who wish to follow different career paths.

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans. The students participate in College Fairs and guest speakers are invited to speak to the students. Additionally career preparation classes prepare students for auditions, essay writing and completing applications. Many of the teachers also participate in mentoring programs for the students.

Strategies for improving student readiness for the public postsecondary level

The Academy of Arts and Minds will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition The Academy of Arts & Minds will maintain a collaborative relationship with state and national colleges, universities and vocational programs. We will facilitate students with current and accurate information through the post-graduation transition process. We have invited colleges, universities and professionals in the Visual & Performing Arts field to speak with the students.

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	79%	62%	No	81%
American Indian				
Asian				
Black/African American	71%	0%	No	74%
Hispanic	78%	59%	No	81%
White	87%	72%	No	88%
English language learners	63%	14%	No	66%
Students with disabilities	61%	0%	No	65%
Economically disadvantaged	75%	58%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	28%	43%
Students scoring at or above Achievement Level 4	53	32%	38%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		71%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	19	79%	81%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	54%	59%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	58%	62%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		67%	70%

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	68	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	48%	No	56%
American Indian				
Asian				
Black/African American				
Hispanic	53%	41%	No	57%
White	54%	64%	Yes	59%
English language learners				
Students with disabilities				
Economically disadvantaged	52%	48%	No	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	48%	No	56%
American Indian				
Asian				
Black/African American				
Hispanic	53%	41%	No	57%
White	54%	64%	Yes	59%
English language learners				
Students with disabilities				
Economically disadvantaged	52%	48%	No	57%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		64%	68%
Students in lowest 25% making learning gains (EOC)		73%	76%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	37%	41%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		8%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	33%	37%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		9%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	32%	36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		9%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	30	50%	60%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	13	3%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		85%	95%
Students taking one or more advanced placement exams for STEM-related courses	13	40%	50%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			90%
Students taking CTE industry certification exams	0	0%	30%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	0	0%	10%
CTE teachers holding appropriate industry certifications	0	0%	10%

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	128	32%	31%
Students in ninth grade with one or more absences within the first 20 days	10	3%	2%
Students in ninth grade who fail two or more courses in any subject	16	4%	3%
Students with grade point average less than 2.0	38	10%	9%
Students who fail to progress on-time to tenth grade	8	10%	9%
Students who receive two or more behavior referrals	10	3%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	16	4%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	64	77%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	68	85%	85%

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

A large number of parents are working in the evening or weekends.

In order to facilitate and promote parental involvement, the school will:

1. Devise communication strategies to inform parents of upcoming events and meetings.
2. Easy to communicate tools such as email, newsletters, calendars, and informational flyers.
3. Invite current and prospective parents to visit our School of Choice Fair event to be held at school and become familiar with current and updated facilities.

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

Distribute, collect evaluation forms from activities and meetings.

Provide and collect all sign in sheets log

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	200	57%	60%
New Student Orientation	60	80%	85%

Goals Summary

- G1.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment from 62% to 81%.
- G2.** On-time graduates who are college ready on the Postsecondary Education Placement Test (P.E.R.T.) or any college placement will increase by 3 Percentage Points from 67% to 70%.
- G3.** The goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment.
- G4.** Students enrolled in target courses in Mathematics should improve proficiency by 6 percentage points from 48% to 56%.
- G5.** The goal for the 2013-2014 school year is to increase the number of students making learning gains.
- G6.** The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment from 44% to 49%.
- G7.** The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment from 41% to 46%.
- G8.** The goal for the 2013-2014 school year is to have 75% of the students pass the US History EOC.
- G9.** The goal for the 2013-2014 school year is to increase the number of students at Achievement Level 3 or above on the Biology EOC Assessment from 39% to 45%.
- G10.** The goal for the 2013-2014 school year is to increase the percentage of students enrolling in STEM related activities and AP courses.
- G11.** The goal for the 2013-2014 school year is to increase the number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection.
- G12.** The goal for the 2013-2014 school year is to decrease the number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance.
- G13.** The goal for the 2013-2014 school year is to increase parental participation in school related functions.

Goals Detail

G1. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment from 62% to 81%.

Targets Supported

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

Resources Available to Support the Goal

- FCAT Explorer - An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs., Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency., FLEX- SRA FLEX Literacy is built on a research-based instructional model to reach students of various reading levels, as low as Beginning Reading. Students are engaged as never before through high-interest interactive tools, technology, and rich text selections. Teachers are empowered to tailor instruction through ongoing assessment that provides true differentiated instruction.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The area of deficiency for the 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.
- The area of deficiency for the 9th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The area of deficiency for the 10th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.
- The area of deficiency for the Hispanic, White, and ED students as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The barrier for students making Learning Gains on the FCAT 2.0 was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.
- The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

- The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside the classroom.
- The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.
- The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

McDougal Littell Literature Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

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

Evidence of Completion:

Results for the 2014 FCAT 2.0

G2. On-time graduates who are college ready on the Postsecondary Education Placement Test (P.E.R.T.) or any college placement will increase by 3 Percentage Points from 67% to 70%.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- P.E.R.T. practice exams, SAT/ACT study guides & practice exams. College Assistance Program (CAP) Advisor, Testing fee waivers.

Targeted Barriers to Achieving the Goal

- Students had limited opportunities to engage in college readiness preparedness activities because students did not have the means or awareness to register for examinations.

Plan to Monitor Progress Toward the Goal

Monitor the number of students that are "College Ready"

Person or Persons Responsible

CAP Advisor, Test Chairperson, Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

P.E.R.T., ACT, SAT registration

G3. The goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT Writing Calibration Scoring Guides. Anchor and exemplary papers to model for students. District Pacing Guides, Baseline Writing Assessments.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

Plan to Monitor Progress Toward the Goal

Formative Assessment – Small group instruction using mini lessons on either (focus organization- support or conventions) will be assess monthly.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:

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

Evidence of Completion:

Results of the 2014 FCAT Writing 2.0

G4. Students enrolled in target courses in Mathematics should improve proficiency by 6 percentage points from 48% to 56%.

Targets Supported

Resources Available to Support the Goal

- District Pacing Guides, District Baseline and Interim Assessments and unit assessments.

Targeted Barriers to Achieving the Goal

- Hispanic and Economically Disadvantaged students have difficulty maintain momentum in achievement level progression.

Plan to Monitor Progress Toward the Goal

Students will be provided opportunities to solve algebraic proportions in real world and mathematical context and progress will be monitored using the FCIM model.

Person or Persons Responsible

Math Team Leader and Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments, District Interim Assessments Summative Assessments - 2014 End of Course Exams

G5. The goal for the 2013-2014 school year is to increase the number of students making learning gains.

Targets Supported

Resources Available to Support the Goal

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

Targeted Barriers to Achieving the Goal

- Students making learning gains as well as students in the lowest 25% have few opportunities to practice Algebraic and Geometric content outside of the school day.

Plan to Monitor Progress Toward the Goal

Formative Assessments Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TTS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion:

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

G6. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment from 44% to 49%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

Targeted Barriers to Achieving the Goal

- Students in Algebra I scoring at level 3, 4 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.

Plan to Monitor Progress Toward the Goal

Formative Assessments Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion:

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

G7. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment from 41% to 46%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 3, 4 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion:

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

G8. The goal for the 2013-2014 school year is to have 75% of the students pass the US History EOC.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- State Adopted US History Books Project Citizen

Targeted Barriers to Achieving the Goal

- Students have limited opportunity to write to inform and to persuade.

Plan to Monitor Progress Toward the Goal

FCIM will be implemented by data analysis through meetings with teachers and on going data chats.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

On-going

Evidence of Completion:

US History EOC

G9. The goal for the 2013-2014 school year is to increase the number of students at Achievement Level 3 or above on the Biology EOC Assessment from 39% to 45%.

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- ExploreLearning Gizmos incorporates many strategies along with nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards. , FCAT Explorer. Interactive simulations in science for teachers and students. It is designed as supplemental curriculum materials that support state standards.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Molecular and Cellular Biology.
- The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion:

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G10. The goal for the 2013-2014 school year is to increase the percentage of students enrolling in STEM related activities and AP courses.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- BEN - Digital Library Portal for Teaching and Learning in the Biological Sciences Teaching and learning resources.

Targeted Barriers to Achieving the Goal

- Limited number of STEM experiences available to students.

Plan to Monitor Progress Toward the Goal

Perform quarterly review of club participation.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Logs

G11. The goal for the 2013-2014 school year is to increase the number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection.

Targets Supported

- CTE

Resources Available to Support the Goal

- Project Lead the Way - Project Lead The Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. Monitor

Targeted Barriers to Achieving the Goal

- Limited number of students enrolling in CTE courses.
- Limited number of CTE students enrolled in accelerated courses.

Plan to Monitor Progress Toward the Goal

The administration will monitor instructional staff certification progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Certification Completion

G12. The goal for the 2013-2014 school year is to decrease the number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Student Services

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of instructional time
- Students in Grade 9 with absences the first 20 days.
- Students in 9th grade who fail two or more courses or do not move to grade 10 on time.
- Students with a GPA below a 2.0

Plan to Monitor Progress Toward the Goal

Student Services Chair will perform reviews of student progress

Person or Persons Responsible

Student Services

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Report

G13. The goal for the 2013-2014 school year is to increase parental participation in school related functions.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Redesign the website. FACEBOOK, INSTAGRAM, TWITTER

Targeted Barriers to Achieving the Goal

- A large number of parents are working during school hours.

Plan to Monitor Progress Toward the Goal

Ensuring parents are invited to a variety of activities on different days and different times.

Person or Persons Responsible

Activities Coordinator and Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Sign-In Sheets, Tickets sold, Event Photos, RSVP's

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment from 62% to 81%.

G1.B1 The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B1.S1 Encouraging students to read from a wide variety of texts.

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

McDougal Littell Literature Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Formative Assessments – McDougal Littell Literature, Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B1.S2 Summarization Skills

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Common Core Facilitator (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

McDougal Littell Literature Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S2

Formative Assessments – McDougal Littell Literature, Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B1.S3 Note-taking skills

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Common Core Facilitator (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

McDougal Littell Literature Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S3

Formative Assessments – McDougal Littell Literature, Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2 The area of deficiency for the 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B2.S1 Use of Graphic Organizers

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

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

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments Following the FCIM model, monthly assessment data reports will be reviewed

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2.S2 Encourage students to read from a wide variety of texts,

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S2

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments Following the FCIM model, monthly assessment data reports will be reviewed

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2.S3 Analyze how an author’s choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise.

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S3

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments Following the FCIM model, monthly assessment data reports will be reviewed

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B2.S4 Level 1 & 2 students will be using the FLEX Intensive Reading Program.

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S4

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S4

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments Following the FCIM model, monthly assessment data reports will be reviewed

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

G1.B3 The area of deficiency for the 9th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B3.S1 Summarization skills

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers

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

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

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Formative Assessments

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly Assessment Reviews as per the FCIM model. Reports will be reviewed and instruction adjusted.

Evidence of Completion

2014 FCAT 2.0

G1.B4 The area of deficiency for the 10th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B4.S1 Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise

Action Step 1

Formative Assessments Quizzes Walk-throughs

Person or Persons Responsible

The Leadership Literacy Team

Target Dates or Schedule

As per the FCIM model monthly assessments will be conducted and adjustments to instruction will be made as necessary.

Evidence of Completion

Facilitator:

Reading Specialist (Lissette Castillo)

Participants:

Language Arts & Reading Teachers.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 The area of deficiency for the Hispanic, White, and ED students as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B5.S1 Encouraging students to read from a wide variety of texts.

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples.

Facilitator:

Common Core Facilitator (Ms. Castillo)

Participants:

Language Arts & Reading Teachers

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

Formal Assessments Quizzes Interim Assessments

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

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

Evidence of Completion

Results for the 2014 FCAT 2,0

Plan to Monitor Effectiveness of G1.B5.S1

Formative Assessments Quizzes Interim Assessments

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

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

Evidence of Completion

Results of the 2014 FCAT 2.0

G1.B5.S2 Level 1 & 2 students in 9th grade will be using the FLEX program as the Intensive Reading Program.

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples.

Facilitator:

Common Core Facilitator (Ms. Castillo)

Participants:

Language Arts & Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Formal Assessments Quizzes Interim Assessments

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

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

Evidence of Completion

Results for the 2014 FCAT 2,0

Plan to Monitor Effectiveness of G1.B5.S2

Formative Assessments Quizzes Interim Assessments

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

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

Evidence of Completion

Results of the 2014 FCAT 2.0

G1.B6 The barrier for students making Learning Gains on the FCAT 2.0 was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B6.S1 Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise.

Action Step 1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. Results will be used to drive instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Curriculum Based Assessments, Quizzes & FAIR

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM model, formative assessment reports will be analyzed and Reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

Assessments, FAIR and FCAT 2.0

G1.B7 The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B7.S1 Use of Graphic Organizers

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments

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

Formative Assessments Classwork

Person or Persons Responsible

The LLT team along with administration.

Target Dates or Schedule

On-Going

Evidence of Completion

Student work

Plan to Monitor Effectiveness of G1.B7.S1

Formative Assessments

Person or Persons Responsible

The LLT along with administration.

Target Dates or Schedule

Following the FCIM Model, assessment data reports will be generated, reviewed and instruction will be adgusted as needed.

Evidence of Completion

Summative Assessment - 2014 FCAT 2.0

G1.B8 The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside the classroom.

G1.B8.S1 Differentiated Instruction.

Action Step 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

Facilitator:

Lissette Castillo

Participants:

ELL teacher and Language Arts Teachers

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

Following the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B8.S2 Use data to identify strengths and weaknesses and guide the instruction.

Action Step 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

Facilitator:

Lissette Castillo

Participants:

ELL teacher and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S2

Following the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S2

Following the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B8.S3 Teachers will use ESOL strategies to model, think aloud and provide support during speaking and writing activities.copied strategy - enter new description]

Action Step 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

Facilitator:

Lissette Castillo

Participants:

ELL teacher and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S3

Following he FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction ill be adjusted as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessment - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S3

Following the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B9 The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

G1.B9.S1 Teachers will activate prior knowledge when presenting new material.

Action Step 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

Facilitator:

ELL Facilitator

Participants:

ELL Teacher

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Using the FCIM model, formative assessment reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B9.S2 Teachers will use vocabulary strategies to improve vocabulary and comprehension.

Action Step 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

Facilitator:

ELL Facilitator

Participants:

ELL Teacher

Plan to Monitor Fidelity of Implementation of G1.B9.S2

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S2

Using the FCIM model, formative assessment reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B9.S3 Teachers will use visual aids, such as word walls, graphic organizers and labeling in the classrooms.

Action Step 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

Facilitator:

ELL Facilitator

Participants:

ELL Teacher

Plan to Monitor Fidelity of Implementation of G1.B9.S3

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-Going

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S3

Using the FCIM model, formative assessment reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B10 The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

G1.B10.S1 Teachers will provide students with more practice in using the writing process (planning, drafting, revising, editing, and publishing).

Action Step 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

Facilitator:

ELL Facilitator

Participants:

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B10.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B10.S2 Teachers will incorporate reading response journals.

Action Step 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

Facilitator:

ELL Facilitator

Participants:

Plan to Monitor Fidelity of Implementation of G1.B10.S2

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B10.S2

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G1.B10.S3 Rubrics will be used by teachers to provide clear criteria for evaluating a piece of written work.

Action Step 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

Facilitator:

ELL Facilitator

Participants:

Plan to Monitor Fidelity of Implementation of G1.B10.S3

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work

Plan to Monitor Effectiveness of G1.B10.S3

Using the FCIM model, formative assessment data reports will be analyzed and reviewed.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments - 2014 CELLA and 2014 FCAT 2.0

G2. On-time graduates who are college ready on the Postsecondary Education Placement Test (P.E.R.T.) or any college placement will increase by 3 Percentage Points from 67% to 70%.

G2.B1 Students had limited opportunities to engage in college readiness preparedness activities because students did not have the means or awareness to register for examinations.

G2.B1.S1 CAP Advisor and Student Services Department will host group registrations and informational meetings with students and parents focusing on College Readiness activities.

Action Step 1

The CAP advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

CAP advisor and Testing Chair

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T., ACT, SAT Registration

Facilitator:

Student Services Professional Development - Charter Support

Participants:

CAP Advisor and Testing Chair

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

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

Cap Advisor, Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

P.E.R.T., ACT, SAT registration

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the number of students who register for College Ready exams.

Person or Persons Responsible

CAP Advisor, Testing Chairperson, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Increase in students who are "College Ready"

G3. The goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

G3.B1.S1 Model writing an expository paragraph that includes a topic sentence and relevant information.

Action Step 1

Common Core Writing Across the Curriculum Ongoing Student work and site.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and assessments.

Facilitator:

Common Core Training Available

Participants:

Language Arts Teachers

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

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Results of the 2014 FCAT Writing 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

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

Evidence of Completion

Results of the 2014 FCAT Writing 2.0

G4. Students enrolled in target courses in Mathematics should improve proficiency by 6 percentage points from 48% to 56%.

G4.B1 Hispanic and Economically Disadvantaged students have difficulty maintain momentum in achievement level progression.

G4.B1.S1 Based on analysis of data, Mathematics teachers will spiral back to prerequisite and previously taught skills.

Action Step 1

Students will be provided opportunities to solve mathematical equations in real world and mathematical context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Student work

Facilitator:

Common Core Curriculum Professional Development

Participants:

Mathematic Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be discussed with the Mathematics teachers and adjustments will be made to instruction as needed.

Person or Persons Responsible

Multi-Tier Support System

Target Dates or Schedule

On-Going

Evidence of Completion

Work Folders and Curriculum Based Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with the teachers and instruction will be adjusted as necessary.

Person or Persons Responsible

MTSS and administration

Target Dates or Schedule

On-Going

Evidence of Completion

Curriculum Based Assessments, Interim Assessments. Summative Assessment Results.

G5. The goal for the 2013-2014 school year is to increase the number of students making learning gains.

G5.B1 Students making learning gains as well as students in the lowest 25% have few opportunities to practice Algebraic and Geometric content outside of the school day.

G5.B1.S1 Provide students will opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Common Core Mathematics strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the PERT Assessment will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G5.B1.S1

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 PERT assessment will be used to determine the effectiveness of the strategies.

G5.B1.S2 Provide opportunities for students to determine whether two propositions are logically equivalent in mathematical or real world contexts.

Action Step 1

Common Core Mathematics strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the PERT Assessment will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G5.B1.S2

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 PERT assessment will be used to determine the effectiveness of the strategies.

G6. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment from 44% to 49%.

G6.B1 Students in Algebra I scoring at level 3, 4 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.

G6.B1.S1 Provide opportunities for students to completely factor polynomials.

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Summative Assessments – Results for the 2014 PERT Assessment will be used to determine the effectiveness of the strategies.

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G6.B1.S1

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

G7. The goal for the 2013-2014 school year is to increase the number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment from 41% to 46%.

G7.B1 The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 3, 4 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.

G7.B1.S1 Provide students with opportunities to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G7.B1.S1

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies

G8. The goal for the 2013-2014 school year is to have 75% of the students pass the US History EOC.

G8.B1 Students have limited opportunity to write to inform and to persuade.

G8.B1.S1 Provide 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

Teachers

Target Dates or Schedule

n-going

Evidence of Completion

Student work. Interim Assessments, US History EOC

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

FCIM will be implemented by data analysis through meetings with teachers and on going data chats.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments such as Interim Assessments and US History EOC

Plan to Monitor Effectiveness of G8.B1.S1

FCIM will be implemented by data analysis through meetings with teachers and on going data chats.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

US History EOC

G9. The goal for the 2013-2014 school year is to increase the number of students at Achievement Level 3 or above on the Biology EOC Assessment from 39% to 45%.

G9.B1 The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Molecular and Cellular Biology.

G9.B1.S1 Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Common Core Science Strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G9.B1.S1

Formative Assessments – Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G9.B2 The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

G9.B2.S1 Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

Action Step 1

Common Core Biology Strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B2.S1

Formative Assessments - Quizzes/Tests and Interim Assessments

Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

G10. The goal for the 2013-2014 school year is to increase the percentage of students enrolling in STEM related activities and AP courses.

G10.B1 Limited number of STEM experiences available to students.

G10.B1.S1 Provide increased opportunities for students to participate in SECME, Mad Science Club, TSA and Fairchild Garden competitions.

Action Step 1

Establish clubs to raise interest.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments and Lesson Plan.

Facilitator:

Professional Development Opportunities Available

Participants:

Math & Science Teachers

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

The administration will perform quarterly review of master schedule student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G10.B1.S1

The administration will perform quarterly review of master schedule student enrollment

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule Review

G11. The goal for the 2013-2014 school year is to increase the number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection.

G11.B1 Limited number of students enrolling in CTE courses.

G11.B1.S1 Provide professional development opportunities to the teaching staff.

Action Step 1

Continue participating on CTE/STEM related professional development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

Facilitator:

Professional Development Courses Available

Participants:

Math & Science Teachers

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

The administration will monitor instructional staff certification progress.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

Plan to Monitor Effectiveness of G11.B1.S1

The administration will monitor instructional staff certification progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

G11.B1.S2 Do a staff survey to provide opportunities to add CTE courses to the course selection.

Action Step 1

Continue participating on CTE/STEM related professional development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

Facilitator:

Professional Development Courses Available

Participants:

Math & Science Teachers

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

The administration will monitor instructional staff certification progress.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

Plan to Monitor Effectiveness of G11.B1.S2

The administration will monitor instructional staff certification progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

G11.B2 Limited number of CTE students enrolled in accelerated courses.

G11.B2.S1 Provide opportunities for students to become familiar with accelerated course offerings.

Action Step 1

Raise awareness and provide professional development for the opportunities available.

Person or Persons Responsible

Interested teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

More Courses Available

Facilitator:

Administration

Participants:

Any Interested Teachers

Action Step 2

The administration will perform quarterly review of master schedule student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule

Facilitator:

Administration

Participants:

Teachers

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

The administration will perform quarterly review of master schedule student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule

Plan to Monitor Effectiveness of G11.B2.S1

The administration will perform quarterly review of master schedule student enrollment

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule

G12. The goal for the 2013-2014 school year is to decrease the number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance.

G12.B1 Students who miss 10% or more of instructional time

G12.B1.S1 Contact students and parents and maintain log of student attendance progress.

Action Step 1

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

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

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G12.B1.S1

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Reports

G12.B2 Students in Grade 9 with absences the first 20 days.

G12.B2.S1 Closely monitor attendance in 9th grade.

Action Step 1

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Report

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

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Log

Plan to Monitor Effectiveness of G12.B2.S1

Contact parents and maintain log.

Person or Persons Responsible

Student services.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Report

G12.B3 Students in 9th grade who fail two or more courses or do not move to grade 10 on time.

G12.B3.S1 Contact students and parents and maintain log of student progress.

Action Step 1

Counselor will perform reviews of student progress.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Reports

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

Counselor will perform reviews of student progress

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Report

Plan to Monitor Effectiveness of G12.B3.S1

Counselor will perform reviews of student progress.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Reports

G12.B4 Students with a GPA below a 2.0

G12.B4.S1 Contact students and parents and maintain log of student progress.

Action Step 1

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Report

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

Contact parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Report

Plan to Monitor Effectiveness of G12.B4.S1

Contact students and parents and maintain log.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade Report

G13. The goal for the 2013-2014 school year is to increase parental participation in school related functions.

G13.B1 A large number of parents are working during school hours.

G13.B1.S1 Invite current and prospective parents to visit our School of Choice event to be held at school and become familiar with current and updated facilities available to their children during the weekends

Action Step 1

Create opportunities for parents to visit the school.

Person or Persons Responsible

Activities Director & Administration.

Target Dates or Schedule

On-Going

Evidence of Completion

Sign In Sheets, Photos of Events, Invitation RSVP's

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

Increased Participation

Person or Persons Responsible

Activities Coordinator and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increase participation in events.

Plan to Monitor Effectiveness of G13.B1.S1

Increase Participation

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increased Participation in activities.

G13.B1.S2 Have school participate in community related events,

Action Step 1

Create opportunities for parents to visit the school.

Person or Persons Responsible

Activities Director & Administration.

Target Dates or Schedule

On-Going

Evidence of Completion

Sign In Sheets, Photos of Events, Invitation RSVP's

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Increased Participation

Person or Persons Responsible

Activities Coordinator and Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increase participation in events.

Plan to Monitor Effectiveness of G13.B1.S2

Increase Participation

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increased Participation in activities.

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

The Academy of Arts & Minds will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, we will maintain a collaborative relationship with state and national colleges, universities and vocational programs. The Academy of Arts & Minds will facilitate students with current and accurate information through the post-graduation transition process. We will invite colleges, universities and professionals in the performing and visual arts fields to speak with the students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment from 62% to 81%.

G1.B1 The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B1.S2 Summarization Skills

PD Opportunity 1

Common Core Strategies in Language Arts

Facilitator

Common Core Facilitator (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B1.S3 Note-taking skills

PD Opportunity 1

Common Core Strategies in Language Arts

Facilitator

Common Core Facilitator (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B2 The area of deficiency for the 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B2.S1 Use of Graphic Organizers

PD Opportunity 1

Teachers should emphasize instruction that helps students assimilate the material.

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B2.S2 Encourage students to read from a wide variety of texts,

PD Opportunity 1

Teachers should emphasize instruction that helps students assimilate the material.

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B2.S3 Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise.

PD Opportunity 1

Teachers should emphasize instruction that helps students assimilate the material.

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B2.S4 Level 1 & 2 students will be using the FLEX Intensive Reading Program.

PD Opportunity 1

Teachers should emphasize instruction that helps students assimilate the material.

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

G1.B3 The area of deficiency for the 9th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B3.S1 Summarization skills

PD Opportunity 1

Teachers should emphasize instruction that helps students assimilate the material.

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

G1.B4 The area of deficiency for the 10th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

G1.B4.S1 Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise

PD Opportunity 1

Formative Assessments Quizzes Walk-throughs

Facilitator

Reading Specialist (Lissette Castillo)

Participants

Language Arts & Reading Teachers.

Target Dates or Schedule

As per the FCIM model monthly assessments will be conducted and adjustments to instruction will be made as necessary.

Evidence of Completion

G1.B5 The area of deficiency for the Hispanic, White, and ED students as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

G1.B5.S1 Encouraging students to read from a wide variety of texts.

PD Opportunity 1

Common Core Strategies in Language Arts

Facilitator

Common Core Facilitator (Ms. Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples.

G1.B5.S2 Level 1 & 2 students in 9th grade will be using the FLEX program as the Intensive Reading Program.

PD Opportunity 1

Common Core Strategies in Language Arts

Facilitator

Common Core Facilitator (Ms. Castillo)

Participants

Language Arts & Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples.

G1.B8 The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside the classroom.

G1.B8.S1 Differentiated Instruction.

PD Opportunity 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Facilitator

Lissette Castillo

Participants

ELL teacher and Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

G1.B8.S2 Use data to identify strengths and weaknesses and guide the instruction.

PD Opportunity 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Facilitator

Lissette Castillo

Participants

ELL teacher and Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

G1.B8.S3 Teachers will use ESOL strategies to model, think aloud and provide support during speaking and writing activities.copied strategy - enter new description]

PD Opportunity 1

Teachers will differentiate the instruction to target strengths and weakness and bridge the literacy gap created by the language barrier.

Facilitator

Lissette Castillo

Participants

ELL teacher and Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Folders

G1.B9 The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

G1.B9.S1 Teachers will activate prior knowledge when presenting new material.

PD Opportunity 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Facilitator

ELL Facilitator

Participants

ELL Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

G1.B9.S2 Teachers will use vocabulary strategies to improve vocabulary and comprehension.

PD Opportunity 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Facilitator

ELL Facilitator

Participants

ELL Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

G1.B9.S3 Teachers will use visual aids, such as word walls, graphic organizers and labeling in the classrooms.

PD Opportunity 1

Teachers will activate prior knowledge when presenting new material. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed.

Facilitator

ELL Facilitator

Participants

ELL Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student work, Generated Assessments

G1.B10 The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

G1.B10.S1 Teachers will provide students with more practice in using the writing process (planning, drafting, revising, editing, and publishing).

PD Opportunity 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Facilitator

ELL Facilitator

Participants

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

G1.B10.S2 Teachers will incorporate reading response journals.

PD Opportunity 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Facilitator

ELL Facilitator

Participants

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

G1.B10.S3 Rubrics will be used by teachers to provide clear criteria for evaluating a piece of written work.

PD Opportunity 1

Teachers will use dialogued journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Facilitator

ELL Facilitator

Participants

Target Dates or Schedule

Following the FCIM model formative assessment data reports will be analyzed and reviewed.

Evidence of Completion

Student Work

G2. On-time graduates who are college ready on the Postsecondary Education Placement Test (P.E.R.T.) or any college placement will increase by 3 Percentage Points from 67% to 70%.

G2.B1 Students had limited opportunities to engage in college readiness preparedness activities because students did not have the means or awareness to register for examinations.

G2.B1.S1 CAP Advisor and Student Services Department will host group registrations and informational meetings with students and parents focusing on College Readiness activities.

PD Opportunity 1

The CAP advisor will host informational meetings to discuss testing options and registration requirements.

Facilitator

Student Services Professional Development - Charter Support

Participants

CAP Advisor and Testing Chair

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T., ACT, SAT Registration

G3. The goal for the 2013-2014 school year is to increase the number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

G3.B1.S1 Model writing an expository paragraph that includes a topic sentence and relevant information.

PD Opportunity 1

Common Core Writing Across the Curriculum Ongoing Student work and site.

Facilitator

Common Core Training Available

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and assessments.

G4. Students enrolled in target courses in Mathematics should improve proficiency by 6 percentage points from 48% to 56%.

G4.B1 Hispanic and Economically Disadvantaged students have difficulty maintain momentum in achievement level progression.

G4.B1.S1 Based on analysis of data, Mathematics teachers will spiral back to prerequisite and previously taught skills.

PD Opportunity 1

Students will be provided opportunities to solve mathematical equations in real world and mathematical context.

Facilitator

Common Core Curriculum Professional Development

Participants

Mathematic Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Student work

G10. The goal for the 2013-2014 school year is to increase the percentage of students enrolling in STEM related activities and AP courses.

G10.B1 Limited number of STEM experiences available to students.

G10.B1.S1 Provide increased opportunities for students to participate in SECME, Mad Science Club, TSA and Fairchild Garden competitions.

PD Opportunity 1

Establish clubs to raise interest.

Facilitator

Professional Development Opportunities Available

Participants

Math & Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments and Lesson Plan.

G11. The goal for the 2013-2014 school year is to increase the number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection.

G11.B1 Limited number of students enrolling in CTE courses.

G11.B1.S1 Provide professional development opportunities to the teaching staff.

PD Opportunity 1

Continue participating on CTE/STEM related professional development.

Facilitator

Professional Development Courses Available

Participants

Math & Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

G11.B1.S2 Do a staff survey to provide opportunities to add CTE courses to the course selection.

PD Opportunity 1

Continue participating on CTE/STEM related professional development.

Facilitator

Professional Development Courses Available

Participants

Math & Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certification

G11.B2 Limited number of CTE students enrolled in accelerated courses.

G11.B2.S1 Provide opportunities for students to become familiar with accelerated course offerings.

PD Opportunity 1

Raise awareness and provide professional development for the opportunities available.

Facilitator

Administration

Participants

Any Interested Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

More Courses Available

PD Opportunity 2

The administration will perform quarterly review of master schedule student enrollment.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G13.	The goal for the 2013-2014 school year is to increase parental participation in school related functions.	\$3,600
Total		\$3,600

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$3,600	\$3,600
School Budget	\$3,600	\$3,600

Budget Details

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

G13. The goal for the 2013-2014 school year is to increase parental participation in school related functions.

G13.B1 A large number of parents are working during school hours.

G13.B1.S1 Invite current and prospective parents to visit our School of Choice event to be held at school and become familiar with current and updated facilities available to their children during the weekends

Action Step 1

Create opportunities for parents to visit the school.

Resource Type

Evidence-Based Program

Resource

Website Redesign

Funding Source

School Budget

Amount Needed

\$3,600