



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

G Star School Of The Arts

2065 PRAIRIE RD BLDG J

West Palm Beach, FL 33406

561-967-2023

www.gstarschool.org

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 51%
Alternative/ESE Center No	Charter School Yes	Minority Rate 54%

School Grades History

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

G Star School Of The Arts

Principal

Kim Collins

School Advisory Council chair

N/A

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

Name	Title
Steven Weiss	World Language Department Instructional Leader
Ismael A. Martinez	Social Science Department Instructional Leader
Robert McCorry	Film & Digital Media Department Instructional Leader
Susan Tieche	Film & Digital Media Department Instructional Leader
Guido Andrada	Mathematics Department Instructional Leader
David Beckman	Mathematics Department Instructional Leader
Jhamilet Hawking	Mathematics Department Instructional Leader
April Leach	Reading Department Instructional Leader
Kristina Boss	Science Department Instructional Leader
Jill Carr	Drama Department Instructional Leader
Janice Webber	English Department Instructional Leader
Kim Collins	Principal
Elie Alkobey	Assistant Principal
April Leach	Reading Coach

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

N/A

Activities of the SAC for the upcoming school year

G-Star School of the Arts has a Board of Directors comprised of members of the community. The Board is charged with monitoring fiduciary responsibilities, approving expenditures and providing for school planning.

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

SAT Clinics
Summer Curriculum planning
"My Access"
"Reading Plus"
Professional Development

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kim Collins

Principal

Years as Administrator: 9

Years at Current School: 11

Credentials

Bachelor of Science
 Master of Educational Leadership
 Biology 6-12, Educational Leadership

Performance Record

2013-14 Grade: Pending
 2012-13 Grade: A
 2011-2012 Grade A
 Reading-(High Standards: 77%, Learning Gains:76%, Learning Gains of Lowest 25%:76%)
 Math-(High Standards:73%, Learning Gains: %, Learning Gains of Lowest 47 %: %)
 Writing-(High Standards: 93%) Science-(High Standards: %) AYP-(% Criteria Met)
 2010-2011 Grade: A
 Reading-(High Standards:63%, Learning Gains:60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains:76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%)
 Science-(High Standards: 56%) AYP-(90% Criteria Met)
 2009-2010 Grade: A
 Reading-(High Standards:54%, Learning Gains:54%, Learning Gains of Lowest 25%: 43%) Math-(High Standards:80%, Learning Gains: 75%, Learning Gains of Lowest 25%: 62%) Writing-(High Standards: 91%)
 Science-(High Standards: 55%) AYP-(87% Criteria Met)
 2008-2009 Grade: C
 (Assistant Principal/Interim Principal);
 Reading-(High Standards:44%, Learning Gains: 46%, Learning Gains of Lowest

Elie Alkobey		
Asst Principal	Years as Administrator: 3	Years at Current School: 6
Credentials	Bachelor of Science in Psychology; IB Certified: Coordination CAT 1, Coordination CAT 2, TOK CAT 2; FL Professional Ed. Certification: SS 6-12; Clinical Educator Certification; Florida State University: Peer Educator Certification in Health; Safe Schools South Florida: Youth Speaker Mentor Certification; Palm Beach County School District: Supervisory Experience with FACE IT, Teen Prevention Program	
Performance Record	2013-14 Grade: Pending 2012-13 Grade: A Reading-(High Standards: 77%, Learning Gains:76%, Learning Gains of Lowest 25%:76%) Math-(High Standards:73%, Learning Gains: %, Learning Gains of Lowest 47 %: %) Writing-(High Standards: 93%) Science-(High Standards: %) AYP-(% Criteria Met) 2011-12 Grade: A	

Ismael A. Martinez		
Asst Principal	Years as Administrator: 1	Years at Current School: 5
Credentials	Bachelors of Arts Professional Certification in Social Science 6-12, Spanish 6-12, Clinical Educator Certification	
Performance Record	2013-14 Grade: Pending	

Ryan Blanton		
Asst Principal	Years as Administrator: 1	Years at Current School: 3
Credentials	Bachelors in Arts - Psychology, Professional Certification ESE,	
Performance Record	2013-14 Grade: Pending	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

April Leach		
Full-time / School-based	Years as Coach: 6	Years at Current School: 3
Areas	Reading/Literacy, Data	
Credentials	Bachelor of Arts, Master of Arts in Education: Reading PreK-12 Professional Educator's Art, (grades K - 12); English, (grades6 - 12); Reading Endorsement	
Performance Record	2013-14 Grade: Pending 2011-12 Grade: A 2010-2011 Grade: A Reading-(High Standards:63%, Learning Gains:60%, Learning Gains of Lowest 25%: 59%) Math-(High Standards:82%, Learning Gains:76%, Learning Gains of Lowest 25%: 65%) Writing-(High Standards: 90%) Science-(High Standards: 56%) AYP-(90% Criteria Met) 2009-2010 Grade: B (John I Leonard HS) Reading-(High Standards:36%, Learning Gains:41%, Learning Gains of Lowest 25%: 39%) Math-(High Standards:71%, Learning Gains:68%, Learning Gains of Lowest 25%: 51%) Writing-(High Standards: 87%) Science-(High Standards: 40%) 2008-2009 Grade: A (John I Leonard HS) Reading-(High Standards:39%, Learning Gains:50%, Learning Gains of Lowest 25%: 46%) Math-(High Standards:72%, Learning Gains:77%, Learning Gains of Lowest 25%: 66%) Writing-(High Standards: 90%) Science-(High Standards: 46%)	

Classroom Teachers

# of classroom teachers	66
# receiving effective rating or higher	66, 100%
# Highly Qualified Teachers	100%
# certified in-field	66, 100%
# ESOL endorsed	13, 20%
# reading endorsed	5, 8%

with advanced degrees

22, 33%

National Board Certified

0, 0%

first-year teachers

20, 30%

with 1-5 years of experience

21, 32%

with 6-14 years of experience

17, 26%

with 15 or more years of experience

6, 9%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

In the educational world, the most important facet of sound faculty and hiring is recruitment. As with any company, personnel is vital, and the stakeholders involved in this practice now have many tools to help in the process. In using these tools, school districts can find the best personnel to fill the diverse needs of any district no matter where it may be located in the United States. In researching hiring practices, one common thread seems to occur: most districts are using the same methods regardless of location.

Because of the technological explosion our county is experiencing now, one of the most common practices is internet hiring, prospective employees are able to access schools with just a short search of the web, and this makes the hiring process a less stressful experience for many applicants. A prospective applicant can find a job, fill out the application, take preliminary tests, submit resumes, and even have interviews via the internet. Because the internet is world wide many schools districts are recruiting from foreign countries such as Spain and the Philippines. All the vital information on the applicant is transmitted over the web; in many cases, the applicant is hired without learning his/her native country. Once the applicant is hired, many school districts are paying for moving expenses. (www.palmbeachschools.org)

Palm Beach County has five methods for alternative certification in Florida. the easiest way of course,

is to have a degrees in education. If this is not the case, the person may have a bachelor's degrees and a pass subject areas test in the subject that is desired. Two of the other methods required are a bachelor's degree and the ability to get temporary certification, or to be certified by a certification board. The last is to pursue a career in a critical shortage area in the county. The main pre-requisite to all of these options is to have a bachelor's degree.

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

G-Star School of the Arts mentors new teachers through the ESP (Educator Support Program) which is managed by the reading coach, Ms. April Leach and the instructional leader for the world language department Mr. Steven Weiss.

New teachers are mentored through the individual departments and are supervised by their instructional leaders.

World Language Department:

Steven Weiss - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Social Studies Department

Anthony Hoy & Nicholas Cramer - Instructional Leaders

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Film & Digital Media Department

Robert McClory & Susan Tieche - Instructional Leaders

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Mathematics Department

Guido Andrada, David Beckman & Jhamilet Hawkins - Instructional Leaders

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
PE/Health Department

Kimberle Teper - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Reading Department

April Leach - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Science Department

Kristina Boss - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
Drama Department

Jill Carr - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training
English Department

Janice Webber - Instructional Leader

Pairing Rationale: Weekly/Monthly Meetings, Classroom Observations, Technology Training

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

Members of the Rtl Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies.

Activities included discussion of FCAT and EOC results, the progress of the lowest 25%, meeting AYP and the progress of AYP subgroups.

Instructional strategies were also discussed and set expectations of instructions for the 2013-14 school year. The Rtl team will collaborate to increase overall student achievement. The Rtl leadership will utilize the previous and current data to provide the appropriate interventions throughout the school year.

The School Improvement Plan will become the document which guides the work of the Rtl Leadership Team.

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

The Rtl/SBT team meet every third Tuesday of each month for the following activities:

- * identify and support students with academic, emotional and behavioral concerns.

- * discuss and develop intervention plans that addresses students' needs.

The Rtl/SBT team members also collaborates regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students.

Principal - Provides a common vision for the use of data-based decision-making; Ensures that the school-based team is implementing Rtl; Conducts assessment of Rtl skills of school staff; Ensures implementation of intervention support and documentation; Ensures adequate professional development to support Rtl implementation;

Guidance Counselor -Provide services and insights on students' academic, emotional, and behavioral issues.

Reading Coach – Develops, leads, and evaluates Reading program; Identifies research based reading intervention strategies; Identifies students needs; assist in the monitoring, data collection, and analysis of students that need interventions; Provide interventions to at-risk students; Design and deliver professional development training and coordinates professional development.

ESE Coordinator - Participates in student data collection; assist in the decision of further assessment; collaborates with teachers through facilitation or consultation.

Assistant Principal – Supports data-base decision making; ensures implementation of instruction/ intervention; support Rtl implementation; Communicates with parents regarding school-based Rtl plans and activities

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

In conjunction with diagnostic data, benchmark driven departmental common assessments are entered into an accountability spreadsheet which is monitored by instructional leaders and administration.

During common planning accountability data is reviewed for discussion and reteaching purposes.

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

The following data will be collected and monitored by the Rtl Leadership Team to provide appropriate interventions for those students not making progress.

Baseline data:

- * FCAT 2.0 Reading Spring 2013

- * Palm Beach County CORE K-12 Fall Diagnostics

- * Palm Beach Writes

- * Algebra 1 End-Of-Course Assessment Spring 2013

- * Biology End-Of-Course Assessment Spring 2013

Midyear data

- * Palm Beach County CORE K-12 Winter Diagnostics
- * Palm Beach Writes
- * Common Benchmark Assessments
- * PERT Scores 2013

End of year data

- * FCAT Writing Spring 2014
- * FCAT 2.0 Reading Spring 2014
- * Advanced Placement, SAT, and ACT Scores
- * Algebra 1 End-Of-Course Assessment Spring 2014
- * Biology End-Of-Course Assessment Spring 2014
- * U.S History End-Of-Course Assessment Spring 2014

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

G-Star will implement the Coaching Continuum Model which is designed to improve instruction while adhering to all components of the coaching cycle. The coaching cycle includes pre-conferencing, modeling, co-teaching, observing, and a follow-up conference.

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:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
April Leach	Reading Coach
Steven Weiss	World Language Department: Instructional Leader
Ismael A. Martinez	Social Studies Department Instructional Leaders
Robert McClory	Film & Digital Media Department Instructional Leaders
Susan Tieche	Film & Digital Media Department Instructional Leaders
Guido Andrada	Mathematics Department Instructional Leaders
David Beckman	Mathematics Department Instructional Leaders

Name	Title
Jhamilet Hawkins	Mathematics Department Instructional Leaders
Kimberle Teper	PE/Health Department Instructional Leaders
Kristina Boss	Science Department Instructional Leaders
Jill Carr	Drama Department Instructional Leaders
Janice Webber	English Department Instructional Leaders

How the school-based LLT functions

The team meets the second Tuesday of every month to review data and school wide strategies.

Major initiatives of the LLT

Critical thinking skills and high order questioning

Every Teacher Contributes to Reading Instruction

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

Department and subject area teachers shall participate in common planning in which research based reading strategies are identified and applied to lesson plans. Professional Development Days will be used to instruct faculty in effective reading and vocabulary strategies that will be utilized to differentiate instruction in their respective disciplines. All teachers will participate in the school wide reading strategy (timed readings) where a segment of time will be designated to reading and comprehension.

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

G-Star students are given the opportunity to take Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, International Baccalaureate (IB) and Advanced Placement courses. In these courses, students obtain real world experience and skills that are directly linked to their future careers. To strengthen the relationship among content, major, and future careers, interdisciplinary connections will be emphasized school-wide.

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

Students select courses according to their area of interest (Digital Media Film Production, Digital Media 3-D Animation Production, Drama, World Language, International Baccalaureate, and Advanced Placement). Each Spring, students complete a course selection form and obtain the appropriate teacher signatures for advanced courses. The selection form is sent home for parental review and signature. The completed form is returned to the school's guidance counselors for final approval. College recruitment, film projects, art projects, area competitions are held throughout the school year. These experiences provide additional opportunities for the students in making future course and career decisions.

Strategies for improving student readiness for the public postsecondary level

In order to prepare students for post-secondary studies and careers, the school has increased the rigor in its curriculum by increasing the participation in Honors, International Baccalaureate, and Advanced Placement courses. Students select courses through discussions and recommendations from teachers, parents, and guidance counselors. For students considering Advanced Placement and/or International Baccalaureate (IB) courses informational meetings and open house events are held with parents and students prior to enrollment in order to communicate the expectations of coursework. In conjunction with advanced courses, the school also offers curriculum in SAT/ACT Preparation, Career/College Research, and Financial Math.

College recruitment opportunities are scheduled on the school campus and the school district throughout the year to explore post-secondary opportunities.

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	73%	77%	Yes	76%
American Indian				
Asian				
Black/African American	67%	61%	No	70%
Hispanic	65%	78%	Yes	69%
White	81%	82%	Yes	83%
English language learners				
Students with disabilities	53%	51%	No	58%
Economically disadvantaged	67%	73%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	29%	32%
Students scoring at or above Achievement Level 4	300	45%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	428	76%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	88	76%	79%

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)	[data excluded for privacy reasons]		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		

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.	133	68%	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	270	93%	96%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	73%	No	78%
American Indian				
Asian				
Black/African American	74%	53%	No	77%
Hispanic	79%	73%	No	81%
White	72%	81%	Yes	75%
English language learners				
Students with disabilities	70%	40%	No	73%
Economically disadvantaged	81%	71%	No	83%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	241	60%	63%
Students in lowest 25% making learning gains (EOC)	19	47%	50%

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.	114	59%	62%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	56%	59%
Students scoring at or above Achievement Level 4	21	94%	97%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	41%	44%
Students scoring at or above Achievement Level 4	62	27%	30%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	150	48%	51%
Students scoring at or above Achievement Level 4	130	41%	44%

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)	74		77
Participation in STEM-related experiences provided for students		99%	

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	28	2%	1%
Students in ninth grade with one or more absences within the first 20 days	13	4%	3%
Students in ninth grade who fail two or more courses in any subject	40	15%	14%
Students with grade point average less than 2.0	103	10%	10%
Students who fail to progress on-time to tenth grade	7	2%	2%
Students who receive two or more behavior referrals	169	17%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	3%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	19	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	148	96%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	14	93%	95%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	150	97%	98%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Maintain student proficiency levels
- G2.** Increase the percentage of students achieving above proficiency (Level 4 and 5) by 2%
- G3.** Increase the percentage of students achieving proficiency by 2%.
- G4.** Writing: Increase students current writing proficiency levels by 1%
- G5.** Algebra 1 - EOC: Increase the percentage of students scoring Level 3 and above by 2%
- G6.** At least 50% of Geometry students will score at or above level 3 on the Geometry End-Of-Course statewide assessment.
- G7.** Increase the percentage of students scoring Level 3 and above by 2%
- G8.** U.S History EOC - Improve student results in American History EOC by 1%.
- G9.** Biology 1 EOC - Improve level of performance by 3% from the previous year.
- G10.** Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams
- G11.** Increase parental participation in PTSA meetings and events

Goals Detail

G1. Maintain student proficiency levels

Targets Supported

Resources Available to Support the Goal

- Time Readings in core content areas, MyAccess

Targeted Barriers to Achieving the Goal

- Students that do not read at grade level lack the opportunity to practice reading on a regular basis
- Struggling students are unable to practice increased vocabulary at home.

Plan to Monitor Progress Toward the Goal

Data Collected will be used to adjust educational strategies.

Person or Persons Responsible

Subject area teachers, instructional leaders, Assistant Principal.

Target Dates or Schedule:

On-going

Evidence of Completion:

Accountability Spreadsheet, CoreK12, FCAT Reading scores.

G2. Increase the percentage of students achieving above proficiency (Level 4 and 5) by 2%

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- The reading department has resources such as Reading Plus, written material and practice workbooks.

Targeted Barriers to Achieving the Goal

- Some students may have difficulty reading at the appropriate grade level.

Plan to Monitor Progress Toward the Goal

Data from common benchmark assessments

Person or Persons Responsible

Assistant Principal Reading Coach Instructional Leaders

Target Dates or Schedule:

Common Planning, End of the Quarter and Semesters

Evidence of Completion:

Accountability Spreadsheet, Lesson Plans, FCAT Reading & FCAT Writing

G3. Increase the percentage of students achieving proficiency by 2%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Reading Plus, Saturday Clinics

Targeted Barriers to Achieving the Goal

- Students do not read consistently
- Students may not have opportunity to encounter high level vocabulary.

Plan to Monitor Progress Toward the Goal

Data from all assessments will be used to adjust educational strategies

Person or Persons Responsible

Subject area teachers, Instructional leaders, Assistant Principal.

Target Dates or Schedule:

On-going

Evidence of Completion:

FCAT Reading, Common Benchmark Assessments.

G4. Writing: Increase students current writing proficiency levels by 1%

Targets Supported

- Writing

Resources Available to Support the Goal

- Students have access to MyAccess, Tutoring from Language Arts teachers.

Targeted Barriers to Achieving the Goal

- Lack of writing opportunities in other core subject classes.

Plan to Monitor Progress Toward the Goal

9th and 10th grade teachers utilize MyAccess lessons in all departments. Monitor student progress from MyAccess

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

FCAT Writing Diagnostics MyAccess Evaluations Palm Beach Writes Assessments

G5. Algebra 1 - EOC: Increase the percentage of students scoring Level 3 and above by 2%

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra teachers make themselves available during lunch hours to assist any students not performing at the standard level.

Targeted Barriers to Achieving the Goal

- Student do not practice the mathematical skills needed to perform better in class and in the algebra EOC assessment.

Plan to Monitor Progress Toward the Goal

Teachers utilize the data from the common benchmark assessments and adjust lesson plans to meet the need of students. This includes but is not limited to reteaching a benchmark.

Person or Persons Responsible

Assistant Principal & Instructional Leaders

Target Dates or Schedule:

Instructional leaders - Common planning periods Assistant Principal - At least once a quarter

Evidence of Completion:

Accountability Spreadsheet, Classroom Walkthrough

G6. At least 50% of Geometry students will score at or above level 3 on the Geometry End-Of-Course statewide assessment.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Teacher lunch tutoring, Saturday Clinics

Targeted Barriers to Achieving the Goal

- Students do not have the opportunities to practice/ Struggling students are unable to understand material.

Plan to Monitor Progress Toward the Goal

Teachers will utilize the data gathered by the different assessment tools and will adjust educational strategies

Person or Persons Responsible

Assistant Principal, Instructional Leaders, Geometry Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Winter Diagnostic, Geometry End-Of-Course statewide assessment.

G7. Increase the percentage of students scoring Level 3 and above by 2%

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Teacher Lunch tutoring, Saturday Clinics

Targeted Barriers to Achieving the Goal

- Struggling students that performed at level 1 or 2.

Plan to Monitor Progress Toward the Goal

Fall & Winter Diagnostics Data, Common Assessment Scores

Person or Persons Responsible

Instructional Leaders, Assistant Principals

Target Dates or Schedule:

On-going

Evidence of Completion:

Accountability Spreadsheet, CoreK12 Results.

G8. U.S History EOC - Improve student results in American History EOC by 1%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Lunch tutoring, U.S History EOC online practice exam, Saturday Clinics

Targeted Barriers to Achieving the Goal

- Student are unable to practice using similar questions found on the EOC test.

Plan to Monitor Progress Toward the Goal

The benchmark data will be utilize to adjust instructional strategies

Person or Persons Responsible

U.S History teachers in conjunction with instructional leaders and Assistant Principals

Target Dates or Schedule:

Common planing, Scheduled meetings among Assistant Principals, U.S History teachers and instructional leaders.

Evidence of Completion:

Lesson Plans displaying changes due to benchmark assessment data.

G9. Biology 1 EOC - Improve level of performance by 3% from the previous year.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Biology Essential Lab Coordination, Saturday Clinics.

Targeted Barriers to Achieving the Goal

- Students difficulty in comprehension of complex scientific vocabulary and concepts.
- Hand-on experience with subject matter.

Plan to Monitor Progress Toward the Goal

Data collected during assessments and in class instruction will be used to adjust lesson planning and instructional strategies.

Person or Persons Responsible

Biology Teachers, Instructional Leaders

Target Dates or Schedule:

On-going

Evidence of Completion:

Fall & Winter Diagnostics, Classroom observations & Common Benchmark Assessments

G10. Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- All Level 1 and 2 reading students will attend Saturday FCAT Classes. All Algebra and Geometry students will attend Saturday Math EOC Classes. Twenty percent of 11th and 12th graders will attend Saturday SAT, ACT, and AP classes.

Targeted Barriers to Achieving the Goal

- Some students are unable to receive additional help in FCAT, EOC or other academic assessments.

Plan to Monitor Progress Toward the Goal

Data collected in the Saturday clinics will be used to evaluate the progress of each student, Additional tutoring will be available for students still needing assistance.

Person or Persons Responsible

Subject area teachers, Instructional leaders & Assistant Principal

Target Dates or Schedule:

On-going

Evidence of Completion:

Common Benchmark Assessments, Scores on FCAT & EOC exams.

G11. Increase parental participation in PTSA meetings and events

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Access to school facilities for the purposes of meeting and hosting events geared at increasing the participation of the PTSA.

Targeted Barriers to Achieving the Goal

- Since the school is not a local home school some parents have a difficult time in participating in school events.

Plan to Monitor Progress Toward the Goal

Maintain website and blog with school events so parents can plan accordingly.

Person or Persons Responsible

Founder/CEO, Principal, PTSA

Target Dates or Schedule:

Monthly meetings with PTSA weekly updates on the school blog

Evidence of Completion:

Participation and involvement by parents.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Maintain student proficiency levels

G1.B1 Students that do not read at grade level lack the opportunity to practice reading on a regular basis

G1.B1.S1 All students will receive daily reading practice in fluency and comprehension

Action Step 1

Students will receive daily Time Reading practice in their core area subjects.

Person or Persons Responsible

Subject area teachers, Instructional leaders, Assistant Principals

Target Dates or Schedule

On-going

Evidence of Completion

Common benchmark assessments, fall and winter diagnostics.

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

Classroom Walkthroughs, Common planning discussions

Person or Persons Responsible

Subject area teachers, Instructional leaders, assistant principals.

Target Dates or Schedule

On-going

Evidence of Completion

Accountability spreadsheet, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

Fall & Winter Diagnostic data, Common Benchmark Assessments

Person or Persons Responsible

Instructional Leaders, Reading Coach, Assistant Principals

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet, FCAT Reading scores.

G1.B2 Struggling students are unable to practice increased vocabulary at home.

G1.B2.S1 Teachers will incorporate or increase vocabulary usage in the core content areas via word walls, flash cards, and other strategies

Action Step 1

With the usage of world walls, flash cards and flow charts students will have increased opportunities for vocabulary improvement in class.

Person or Persons Responsible

Subject area teachers, Reading Coach, Instructional Leaders, Assistant principal

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walkthrough, Accountability spreadsheet

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

Monitor student's performance and progress of weekly assessments.

Person or Persons Responsible

Subject area teachers, Instructional leaders, Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet, Classroom walkthrough, Common Planning.

Plan to Monitor Effectiveness of G1.B2.S1

Accountability Spreadsheet, Classroom assignments, Fall & Winter diagnostic

Person or Persons Responsible

Subject area teachers, Instructional leaders, Reading Coach & Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet, Classroom Walkthrough & Common Planning

G2. Increase the percentage of students achieving above proficiency (Level 4 and 5) by 2%

G2.B1 Some students may have difficulty reading at the appropriate grade level.

G2.B1.S1 All students will receive daily reading practice in fluency and comprehension and critical thinking

Action Step 1

Students will be presented with time readings the beginning of class.

Person or Persons Responsible

Language Arts teachers, Social Science teachers, Reading Teachers, Science Teachers.

Target Dates or Schedule

Each department is responsible for giving Time Readings on a set schedule. About 1 week every month.

Evidence of Completion

FCAT Reading, Common Language Arts assessments.

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

Implementation of timed readings in the core content areas.

Person or Persons Responsible

Assistant Principal Reading Coach Instructional Leaders

Target Dates or Schedule

During the entire school year

Evidence of Completion

Accountability Spreadsheet, FCAT Reading Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Students will be informally and formally assessed for understanding of the reading materials as well as

Person or Persons Responsible

Core subject areas teachers

Target Dates or Schedule

During the entire school year

Evidence of Completion

FCAT Fall and Winter Diagnostics Common Benchmark Assessments

G3. Increase the percentage of students achieving proficiency by 2%.

G3.B1 Students do not read consistently

G3.B1.S1 All students will receive daily reading practice in fluency and comprehension.

Action Step 1

All students will receive daily reading practice in fluency and comprehension.

Person or Persons Responsible

Assistant Principal Reading Coach

Target Dates or Schedule

Evidence of Completion

Implementation of scheduled timed reading practice in the core content subjects. Classroom walkthrough/Student agendas that contain comprehension and fluency progress charts for each core subject area Usage of Reading plus to aid students struggling with reading or in intensive reading courses.

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

Review lesson plans to include time reading opportunities.

Person or Persons Responsible

Assistant Principal Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Common Benchmark Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Data from Common Benchmark assessment as well as winter and fall diagnostic data

Person or Persons Responsible

Subject area teachers, Instructional leaders, Assistant Principals.

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Fall and Winter Diagnostics Common Benchmark Assessments

G3.B2 Students may not have opportunity to encounter high level vocabulary.

G3.B2.S1 Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards, or other strategies and activities

Action Step 1

Teachers will incorporate more opportunities for students to build their vocabulary.

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

During the School year

Evidence of Completion

FCAT Fall and Winter Diagnostics Benchmark Assessments

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

Teacher and student monitor performance and progress of weekly assessments.

Person or Persons Responsible

Assistant Principal Language Arts Instructional Leader Science Instructional Leader Math Instructional Leaders Social Science Instructional Leaders

Target Dates or Schedule

During the entire school year

Evidence of Completion

Teacher created quizzes FCAT Fall and Winter Diagnostics.

Plan to Monitor Effectiveness of G3.B2.S1

Students Benchmark Assessments results.

Person or Persons Responsible

Assistant Principal, Instructional Leaders

Target Dates or Schedule

During the entire school year

Evidence of Completion

Teacher created quizzes FCAT Fall and Winter Diagnostics.

G3.B2.S2 Teachers will incorporate writing to learn assignments in order to give students the opportunity to learn new vocabulary.

Action Step 1

Monitor student performance and progress of weekly assessments.

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Common Benchmark Assessments FCAT Fall and Winter Diagnostics.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Common planning to discuss educational strategies in conjunction with reviewing lesson plans for further adjustment.

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet. FCAT Fall and Winter Diagnostics.

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Writing: Increase students current writing proficiency levels by 1%

G4.B1 Lack of writing opportunities in other core subject classes.

G4.B1.S1 Student will receive additional guided writing practice through core subjects

Action Step 1

Students will practice their writing by using MyAccess

Person or Persons Responsible

Language Arts Department

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Writing Scores

Facilitator:

Alexis Fuller

Participants:

Instructional Staff

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

Students will receive writing assignments through MyAccess

Person or Persons Responsible

Language Arts teachers, Instructional Leaders, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Writing Diagnostics MyAccess Evaluations

Plan to Monitor Effectiveness of G4.B1.S1

Myaccess evaluation results and FCAT Writing Diagnostics

Person or Persons Responsible

Language Arts Teachers, Instructional leaders, Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Writing Diagnostics MyAccess Evaluations Palm Beach Writes Assessments

G5. Algebra 1 - EOC: Increase the percentage of students scoring Level 3 and above by 2%

G5.B1 Student do not practice the mathematical skills needed to perform better in class and in the algebra EOC assessment.

G5.B1.S1 Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies

Action Step 1

Algebra Teachers will provide opportunities to assist students that are not performing at benchmark level.

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

During the entire school year.

Evidence of Completion

Common benchmark assessments, Fall & Winter Diagnostics, Algebra EOC

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

Monitor accountability spreadsheet for common assessment information.

Person or Persons Responsible

Assistant Principal and mathematics instructional leaders

Target Dates or Schedule

Assistant Principals will monitor implementation at least one time a semester. Instructional leaders will monitor implementation at least one time a quarter.

Evidence of Completion

Algebra EOC assessment, Accountability spreadsheet of common assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Review assessment data monthly to determine progress Review diagnostics data Evaluate effectiveness of lesson and adjust instructions as needed. Classroom Walkthroughs

Person or Persons Responsible

Administration, Instructional leaders.

Target Dates or Schedule

Data is collected during the quarter by teachers and adjustments are made during common planning periods.

Evidence of Completion

Algebra EOC Assessment.

G5.B1.S2 Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Action Step 1

Analyze Common Benchmark Assessment result and adjust educational strategies

Person or Persons Responsible

Subject area teachers, Instructional leaders.

Target Dates or Schedule

On-going - Common planning

Evidence of Completion

Common Benchmark Assessments Fall & Winter Diagnostics

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

Accountability reports reflecting the progress of students

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Common Benchmark Assessment

Plan to Monitor Effectiveness of G5.B1.S2

Daily warmups and Common Benchmark Assessment.

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet, Lesson plans

G6. At least 50% of Geometry students will score at or above level 3 on the Geometry End-Of-Course statewide assessment.

G6.B1 Students do not have the opportunities to practice/ Struggling students are unable to understand material.

G6.B1.S1 Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies

Action Step 1

Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies

Person or Persons Responsible

Principal, Math Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Review assessment data monthly to determine progress Review diagnostics data Evaluate effectiveness of lesson and adjust instructions as needed. Classroom Walk through

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

Review Common Benchmark Assessment data, Review diagnostics data, Evaluate effectiveness of lesson and adjust instructions as needed

Person or Persons Responsible

Assistant Principal Math Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

CORE K-12 Benchmark Assessments Fall & Winter Diagnostics

Plan to Monitor Effectiveness of G6.B1.S1

CORE K-12 Benchmark Assessments, Fall & Winter Diagnostics, Common Benchmark Assessment.

Person or Persons Responsible

Geometry Teachers, Instructional Leaders, Assistant Principal.

Target Dates or Schedule

On-going

Evidence of Completion

CORE K-12 Benchmark, Assessments, Fall & Winter Diagnostics

G6.B1.S2 Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Action Step 1

Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Person or Persons Responsible

Principal, Math Instructional Leaders

Target Dates or Schedule

Evidence of Completion

Classroom Walkthroughs, Benchmark assessments Fall & Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Increase the percentage of students scoring Level 3 and above by 2%

G7.B1 Struggling students that performed at level 1 or 2.

G7.B1.S1 Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Action Step 1

Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Person or Persons Responsible

Principal, Math Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Review assessment data monthly to determine progress Review diagnostics data Evaluate effectiveness of lesson and adjust instructions as needed. Classroom Walkthroughs CORE K-12 Benchmark Assessments Fall & Winter Diagnostics

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

Review assessment data monthly to determine progress

Person or Persons Responsible

Algebra Teachers, Instructional Leaders, Assistant Principal.

Target Dates or Schedule

On-going

Evidence of Completion

CORE K-12 Benchmark Assessments Fall & Winter Diagnostics

Plan to Monitor Effectiveness of G7.B1.S1

Fall & Winter Diagnostic data will be collected and an increase in the percentage of students scoring level 3 and above will be the set number for success.

Person or Persons Responsible

Subject Area teacher, Instructional Leaders & Assistant Principal.

Target Dates or Schedule

On-going

Evidence of Completion

Algebra EOC Assessment.

G7.B1.S2 Teachers will provide guided practice of each benchmark through lesson plans, daily instructions and a variety of instructional strategies

Action Step 1

Teachers will identify benchmark deficiencies and provide additional practice through daily warm ups.

Person or Persons Responsible

Principal, Math Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs, Benchmark assessments Fall & Winter Diagnostics

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Analyze diagnostic data in conjunction with Common Benchmark Assessment to modify educational strategies

Person or Persons Responsible

Subject area Teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs, Accountability Spreadsheet

Plan to Monitor Effectiveness of G7.B1.S2

Common Benchmark Assessments, Fall & Winter Diagnostic Data

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheet, CoreK12 Results

G8. U.S History EOC - Improve student results in American History EOC by 1%.

G8.B1 Student are unable to practice using similar questions found on the EOC test.

G8.B1.S1 U.S History Teachers will have tutoring time during lunch hours for struggling students.

Action Step 1

Teachers will provide lunch tutoring

Person or Persons Responsible

U.S History Teachers

Target Dates or Schedule

At least 1 time a week or by appointment.

Evidence of Completion

U.S History EOC assessment scores

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

U.S History teachers will utilize common benchmark assessment as well as results from the online EOC practice exam to encourage students to attend lunch tutoring sessions.

Person or Persons Responsible

Social Science Educators teaching U.S History

Target Dates or Schedule

During Lunch hours.

Evidence of Completion

Common Benchmark Assesments, U.S History EOC Assessment.

Plan to Monitor Effectiveness of G8.B1.S1

U.S History teachers will collect data from their common assessments and will discuss and collaborate to improve student's performance. This may include adjusting lesson plans in order to reteach any benchmark needed.

Person or Persons Responsible

U.S. History Teacher

Target Dates or Schedule

Common Planning periods.

Evidence of Completion

Accountability spreadsheet and Online EOC Practice exam

G8.B1.S2 Social Science department created a online practice test to aid students in practicing their U.S History EOC.

Action Step 1

An online practice assessment was created to aid students in practicing the EOC exam.

Person or Persons Responsible

Social Science Teachers

Target Dates or Schedule

During the entire year

Evidence of Completion

U.S History EOC Assesment.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Teachers will receive an email detailing each time a student takes the online practice exam.

Person or Persons Responsible

U.S History teachers

Target Dates or Schedule

During the entire year

Evidence of Completion

U.S. History EOC Assessment.

Plan to Monitor Effectiveness of G8.B1.S2

Students taking the Online Practice Exam need to receive an 80% in order to consider the student prepared for the U.S. History EOC

Person or Persons Responsible

Social Science Teachers

Target Dates or Schedule

During the entire year.

Evidence of Completion

U.S. History EOC Assessment.

G8.B1.S3 Saturday Clinic will be given to level 1 & 2 students as well to students that want to prepare further.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. Biology 1 EOC - Improve level of performance by 3% from the previous year.

G9.B1 Students difficulty in comprehension of complex scientific vocabulary and concepts.

G9.B1.S1 All students will receive scheduled reading practice in comprehension and

Action Step 1

Students will receive time readings and other primary sources

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Fall & Winter Diagnostics, Classroom Observations

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

Implementation of scheduled Timed Readings in the Core Content subjects.

Person or Persons Responsible

Assistant Principal, Science Instructional Leader

Target Dates or Schedule

On-going

Evidence of Completion

Fall & Winter Diagnostics, Classroom Observations

Plan to Monitor Effectiveness of G9.B1.S1

Common Benchmark assessments, Reading Comprehension of Time Reading

Person or Persons Responsible

Biology Teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Fall & Winter Diagnostics, Classroom Observations

G9.B1.S2 Science Teachers incorporate vocabulary practice into all science courses using word walls, flash cards, or other strategies.

Action Step 1

Teachers will incorporate more opportunities for students to build their vocabulary.

Person or Persons Responsible

Subject area teachers

Target Dates or Schedule

On-going

Evidence of Completion

Fall and Winter Diagnostics Benchmark Assessments, Common Benchmark Assessments

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

Common Benchmark Assessments, Fall & Winter Diagnostics

Person or Persons Responsible

Subject area teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

CoreK-12 Benchmark Assessments Common Benchmark Assessment Fall & Winter Diagnostic

Plan to Monitor Effectiveness of G9.B1.S2

Fall & Winter Diagnostic and data will be analyze for educational adjustments.

Person or Persons Responsible

Subject area teachers

Target Dates or Schedule

On-going

Evidence of Completion

Accountability Spreadsheets, Lesson plans, Common Planning

G9.B2 Hand-on experience with subject matter.

G9.B2.S1 All biology students will participate in Biology Essential Labs that are aligned with the Biology EOC assessed benchmarks.

Action Step 1

Students will practice with labs which will provide students with a hands on experience.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

On-going

Evidence of Completion

CoreK-12 Benchmark Assessments Common Benchmark Assessments/quizzes Fall and Winter Diagnostics Biology EOC Spring Assessment

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

Data will be collected from Labs assessment as well as from Common Benchmark Assessments and will be use to adjust educational strategies.

Person or Persons Responsible

Biology Teachers, Instructional Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, Classroom walkthroughs.

Plan to Monitor Effectiveness of G9.B2.S1

Benchmark data reflecting students understanding of covered material will be used to adjust educational strategies.

Person or Persons Responsible

Biology Teachers,

Target Dates or Schedule

On-going.

Evidence of Completion

CoreK-12 Benchmark Assessments Common Benchmark Assessment/quizzes Fall and Winter
Diagnostics Biology EOC Spring Assessment

G10. Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams

G10.B1 Some students are unable to receive additional help in FCAT, EOC or other academic assessments.

G10.B1.S1 All Level 1 and 2 reading students will participate in Saturday FCAT Classes. All Level 1 and 2 math students will participate in Saturday Math EOC Classes Modify Saturday bus routes

Action Step 1

Transportation for students during Saturday school.

Person or Persons Responsible

Principal Reading Coach Math Instructional Leaders Advance Placement Instructors

Target Dates or Schedule

3 weeks before the FCAT and/or EOC assessments.

Evidence of Completion

Plan and implement Saturday FCAT and EOC Classes with LLT and Math Instructional Leaders.
Classroom observations and walkthroughs Mini Benchmark Assessments FCAT Spring
Assessment Saturday Attendance Signing List

Action Step 2

Provide compensation for teachers that participate in the saturday clinics

Person or Persons Responsible

Principal Reading Coach Math Instructional Leaders Advance Placement Instructors Subject area teachers

Target Dates or Schedule

3 weeks before the FCAT and/or EOC assessments.

Evidence of Completion

Classroom observations and walkthroughs Saturday Attendance Signing List

Action Step 3

Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

August - Preschool Training Workshops/ On-going

Evidence of Completion

EDW Reports, Common planning meeting.

Facilitator:

EDW Trainer

Participants:

All Instructional Staff

Action Step 4

School will develop an interdisciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

June/August 2013 - Pre-school Training workshops.

Evidence of Completion

Departmental binder.

Facilitator:

Principal Assistant Principal Instructional Leaders

Participants:

Instructional Staff

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

Teachers will take attendance and keep track of the progress and work of students that attend the Saturday clinics

Person or Persons Responsible

Principal Reading Coach Math Instructional Leaders Advance Placement Instructors Subject area teachers

Target Dates or Schedule

March-April 2014

Evidence of Completion

Saturday clinics walkthroughs, FCAT scores, EOC Results.

Plan to Monitor Effectiveness of G10.B1.S1

level 1 and 2 students that attend the Saturday clinics will be assessed in their subject area classes and the data will be used to track the progress of the student.

Person or Persons Responsible

Assistant Principal Reading Coach Instructional Leaders

Target Dates or Schedule

Saturday Clinics & regularly throughout the quarter.

Evidence of Completion

Attendance Sheets from Saturday clinics, Common benchmark assessments, Saturday clinics activities.

G11. Increase parental participation in PTSA meetings and events

G11.B1 Since the school is not a local home school some parents have a difficult time in participating in school events.

G11.B1.S1 Advertize monthly meetings and upcoming events.

Action Step 1

Maintain accurate attendance information.

Person or Persons Responsible

Principal, PTSO President

Target Dates or Schedule

Every PTSO Meeting

Evidence of Completion

Attendance and participation sign in sheet

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

PTSA will communicate with teacher liaison to schedule meetings and actives to promote participation.

Person or Persons Responsible

PTSA President, Steven Weiss.

Target Dates or Schedule

Once a month.

Evidence of Completion

Attendance Sheet, Email communication among PTSA Staff and Teacher liaison as well as communication to and from administration.

Plan to Monitor Effectiveness of G11.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G4. Writing: Increase students current writing proficiency levels by 1%

G4.B1 Lack of writing opportunities in other core subject classes.

G4.B1.S1 Student will receive additional guided writing practice through core subjects

PD Opportunity 1

Students will practice their writing by using MyAccess

Facilitator

Alexis Fuller

Participants

Instructional Staff

Target Dates or Schedule

On-going

Evidence of Completion

FCAT Writing Scores

G10. Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams

G10.B1 Some students are unable to receive additional help in FCAT, EOC or other academic assessments.

G10.B1.S1 All Level 1 and 2 reading students will participate in Saturday FCAT Classes. All Level 1 and 2 math students will participate in Saturday Math EOC Classes Modify Saturday bus routes

PD Opportunity 1

Training will be given in EDW (Educational Data Warehouse) in order to track students grades and progress

Facilitator

EDW Trainer

Participants

All Instructional Staff

Target Dates or Schedule

August - Preschool Training Workshops/ On-going

Evidence of Completion

EDW Reports, Common planning meeting.

PD Opportunity 2

School will develop an interdisciplinary plan for the purpose of unifying the learning process and utilizing resources for the success of students

Facilitator

Principal Assistant Principal Instructional Leaders

Participants

Instructional Staff

Target Dates or Schedule

June/August 2013 - Pre-school Training workshops.

Evidence of Completion

Departmental binder.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase the percentage of students achieving proficiency by 2%.	\$6,090
G4.	Writing: Increase students current writing proficiency levels by 1%	\$8,000
G8.	U.S History EOC - Improve student results in American History EOC by 1%.	\$300
G10.	Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams	\$18,000
Total		\$32,390

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School Budget - FTE Funds	\$2,800	\$0	\$2,800
FTE	\$0	\$11,290	\$11,290
FTE Funds	\$0	\$18,300	\$18,300
	\$0	\$0	\$0
Total	\$2,800	\$29,590	\$32,390

Budget Details

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

G3. Increase the percentage of students achieving proficiency by 2%.

G3.B1 Students do not read consistently

G3.B1.S1 All students will receive daily reading practice in fluency and comprehension.

Action Step 1

All students will receive daily reading practice in fluency and comprehension.

Resource Type

Evidence-Based Materials

Resource

Students will use reading plus to increase their ability to read.

Funding Source

School Budget - FTE Funds

Amount Needed

\$2,800

G3.B2 Students may not have opportunity to encounter high level vocabulary.

G3.B2.S1 Teachers will incorporate or increase vocabulary usage in core content areas via word walls, flash cards, or other strategies and activities

Action Step 1

Teachers will incorporate more opportunities for students to build their vocabulary.

Resource Type

Evidence-Based Program

Resource

Vocabulary for Achievement

Funding Source

FTE

Amount Needed

\$3,290

G4. Writing: Increase students current writing proficiency levels by 1%

G4.B1 Lack of writing opportunities in other core subject classes.

G4.B1.S1 Student will receive additional guided writing practice through core subjects

Action Step 1

Students will practice their writing by using MyAccess

Resource Type

Evidence-Based Program

Resource

MyAccess by Vantage Learning

Funding Source

FTE

Amount Needed

\$8,000

G8. U.S History EOC - Improve student results in American History EOC by 1%.

G8.B1 Student are unable to practice using similar questions found on the EOC test.

G8.B1.S2 Social Science department created a online practice test to aid students in practicing their U.S History EOC.

Action Step 1

An online practice assessment was created to aid students in practicing the EOC exam.

Resource Type

Evidence-Based Program

Resource

Online Practice Testing Software

Funding Source

FTE Funds

Amount Needed

\$300

G9. Biology 1 EOC - Improve level of performance by 3% from the previous year.

G9.B2 Hand-on experience with subject matter.

G9.B2.S1 All biology students will participate in Biology Essential Labs that are aligned with the Biology EOC assessed benchmarks.

Action Step 1

Students will practice with labs which will provide students with a hands on experience.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G10. Saturday Classes Goal: Continue to offer FCAT and Algebra and Geometry EOC Saturday classes. Offer college readiness tutoring in preparation for ACT, SAT, and AP exams

G10.B1 Some students are unable to receive additional help in FCAT, EOC or other academic assessments.

G10.B1.S1 All Level 1 and 2 reading students will participate in Saturday FCAT Classes. All Level 1 and 2 math students will participate in Saturday Math EOC Classes Modify Saturday bus routes

Action Step 1

Transportation for students during Saturday school.

Resource Type

Evidence-Based Program

Resource

Transportation for students on Saturday clinic

Funding Source

FTE Funds

Amount Needed

\$3,000

Action Step 2

Provide compensation for teachers that participate in the saturday clinics

Resource Type

Evidence-Based Program

Resource

Material and Teaching Stipend for teachers attending and participating in the Saturday Clinics

Funding Source

FTE Funds

Amount Needed

\$15,000