2013-2014 SCHOOL IMPROVEMENT PLAN

Martin County High School

2801 S KANNER HWY
Stuart, FL 34994
772-219-1800
mchs.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	37%

Alternative/ESE Center	Charter School	Minority Rate
No	No	34%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	A	B	B

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Martin County High School

Principal
Alfred Fabrizio

School Advisory Council chair
Ms. Rossana Berrios

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

Name	Title
Mrs. Becky Erban	11/12 English Language Arts
Mr. Sam Whittle	Social Studies/Foreign Language
Mrs. Michelle Haubert	Mathematics
Mrs. Natalie Drumm	Science/PE
Mrs. Patti Crooks	Exceptional Student Education
Mrs. Jamie Herd-Tesson	AP
Mrs. Mindy Soich	Guidance
Mr. Shaun Southwick	Career Specialist
Mrs. Jaime Thompson	Common Core State Standards/ Literacy Coach
Ms. Rossana Berrios	Algebra/Geometrey
Ms. Laura Holling	9/10 English Language Arts
Mrs. Kathleen Wonnell	PbiS/MTSS

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

Date of school board approval of SIP
Pending

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 SAC total membership is 28 - 60.7% of whom 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, parents, and other business and community citizens who are representative of the

ethnic, racial, and economic community served by the school. Currently 32% of the student body are minority students.
SAC officers are:
Chair - Rossana Berrios; presides at all meetings of the Council.
Vice Chair; acts as an aide to the chairperson and presides in her absence.
Secretary - Sandra Kanter; advise all members of meetings and keeps minutes of the meetings, and is responsible for correspondence as is delegated to her by the chairperson.
Treasurer - Susan Fogarty ; maintains the records of the financial activities of SAC and presents an updated, written financial accounting at each meeting.
District Advisory Committee - Mr. Matt Theobald
The members of the faculty and the non-instructional staff represent the views and interests of their respective groups. They act as resources for SAC by making available specialized information about educational programs, innovative ideas, and available resources. They serve as a communication link between SAC and their respective constituencies.
The student representatives on SAC serve as voting representatives for all students, relaying suggestions and recommendations from members of the student body and the Student Government Association to the Council for consideration. They serve as a communication link between SAC and the student body.
The parent/guardian, business and community members of SAC represent the views of parents/ guardians, individual citizens, businesses and organizations of the school community. They act as resource persons for the Council in the areas of community-related problems that affect the school and its students. They serve as a communications link between SAC and the community and parent/guardian groups.

Involvement of the SAC in the development of the SIP

SAC reviews and/or revises school's Vision and Mission, sets priorities for goals and objectives to be included in the School Improvement Plan. SAC also assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

Activities of the SAC for the upcoming school year

SAC Supports Professional Development Opportunities; Reacts to student data by providing intervention/improvement suggestions; approves finances for professional development activities and student achievement incentive opportunities.

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

Model Schools Conference - attend national conference to gain research-based strategies for Common Core State Standards, rigorous and relevant Projects/Activities and Assessment samples ($5,000.00)
Student Achievement Incentive Support - For TigerFEST FCAT Motivational program ($500.00)
Professional Development - Advanced Placement training, Common Core State Standards training, Marzano Effective Practices training and Reading/Algebra, Geometry, Biology, US History EOC training ($3,000.00)
NextPert - online professional learning system that will provide educators with resources and tools for best practices to positively impact student achievement ($2,500)
Subs for FCAT and EOC testing so teachers can support their own students ($1,500)
ACT fees for students that have utilized both waivers ($750)

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

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alfred Fabrizio		
Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	MS -Special Education BA -Social Sciences and Secondary Education Certifications: Educational Leadership School Principal Sociology Mentally Handicapped Specific Learning Disabilities Reading Endorsement
Performance Record	2012-2013 Principal MCHS, School Grade TBD: 71% Reading scoring satisfactory or higher; 70% Math scoring satisfactory or higher; 63% writing scoring satisfactory or higher; 76% Science scoring satisfactory or higher; 67% of lowest 25% making learning gains in reading; 55% of lowest 25% making learning gains in math 2011-12 Principal of MCHS School Grade: A % Meeting High Standards in Reading: 61% Meeting High Standards in Math: 83 % Meeting High Standards in Writing: 89% Meeting High Standards in Science: 50. % Making Learning Gains in Reading: 55% Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 70 AYP: Did not make AYP 2010-11 Assistant Principal of JBHS School Grade: B % Meeting High Standards in Reading: 73 % Meeting High Standards in Math: 90 % Meeting High Standards in Writing: 94 % Meeting High Standards in Science: 68. % Making Learning Gains in Reading: 62 % Making Learning Gains in Math: 82 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 78 AYP: Did not make AYP White, Economically Disadvantaged did not make AYP in reading. Economically Disadvantaged did not make AYP in math. 2009-10 Assistant Principal of JBHS School Grade: A % Meeting High Standards in Reading: 68 % Meeting High Standards in Math: 91 % Meeting High Standards in Writing: 92 % Meeting High Standards in Science: 65 % Making Learning Gains in Reading: 61 % Making Learning Gains in Math: 80 % of Lowest 25% Making Learning Gains in Reading: 51 % of Lowest 25% Making Learning Gains in Math: 74 AYP: Did not make AYP White, Economically Disadvantaged did not make AYP in reading. Economically Disadvantaged did not make AYP in math. 2008-09 Assistant Principal of JBHS School Grade: A % Meeting High Standards in Reading: 72 % Meeting High Standards in Math: 93 % Meeting High Standards in Writing: 92 % Meeting High Standards in Science: 64 % Making Learning Gains in Reading: 65 % Making Learning Gains in Math: 81 % of Lowest 25% Making Learning Gains in Reading: 57 % of Lowest 25% Making Learning Gains in Math: 84 AYP: Did not make AYP Economically Disadvantaged did not make AYP in reading. Economically Disadvantaged did not make AYP in math.

Lori McCaughey		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelor of Science in Business Administration Masters of Educational Leadership Florida Professional Educator's Certificate – Educational Leadership (All levels), Mathematics (Grades 6-12)

Performance Record

Mark Cowles		
Asst Principal	Years as Administrator:	Years at Current School: 0

Credentials	Masters-Educational Leadership (Barry University, 2012) Bachelors-Cortland State University (NY)-1994 Certifications: -Elementary Education -Social Sciences, 6-12 -Educational Leadership
Performance Record	2012-2013 Assistant Principal MCHS School Grade TBD: 71% Reading scoring satisfactory or higher; 70% Math scoring satisfactory or higher; 63% writing scoring satisfactory or higher; 76% Science scoring satisfactory or higher; 67% of lowest 25% making learning gains in reading; 55% of lowest 25% making learning gains in math

Virginia Skinner		
Asst Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	Bachelors in English, Specialization Math; Masters Educational Leadership Reading Endorsement
Performance Record	2012-2013 Assistant Principal , School Grade TBD: 71% Reading scoring satisfactory or higher; 70% Math scoring satisfactory or higher; 63% writing scoring satisfactory or higher; 76% Science scoring satisfactory or higher; 67% of lowest 25% making learning gains in reading; 55% of lowest 25% making learning gains in math
	2011-12 Assistant Principal of MCHS School Grade: A % Meeting High Standards in Reading: 61% Meeting High Standards in Math: 83 % Meeting High Standards in Writing: 89% Meeting High Standards in Science: 50. % Making Learning Gains in Reading: 55% Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 70 AYP: Did not make AYP
	2010-11 Assistant Principal of Martin County High School School Grade: B % Meeting High Standards in Reading: 61 % Meeting High Standards in Math: 83 % Meeting High Standards in Writing: 89 % Meeting High Standards in Science: 50. % Making Learning Gains in Reading: 55 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 70 AYP: Did not make AYP White, Hispanic and Economically Disadvantaged did not make AYP in reading.
	2009-10 Assistant Principal at Martin County High School Reading Mastery: 59%, Math Mastery: 84%, Writing Mastery 88%, Science Mastery: 49%. AYP: White, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading; Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Adequate Progress for Lowest 25%= 44% in reading, 70% in math.
	2008-2009: Assistant Principal at Martin County High School Grade: A, Reading Mastery: 59%, Math Mastery: 85%, Writing Mastery 90%, Science Mastery: 51%. AYP: 79%, White, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading; Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Adequate Progress for Lowest 25% 50% in reading, 65% in math.

Jack Valerio		
Asst Principal	Years as Administrator: 31	Years at Current School: 17

Credentials	Bachelors in English and Economics Masters in Educational Administration and Supervision
Performance Record	2012-2013 Principal MCHS, School Grade TBD: 71% Reading scoring satisfactory or higher; 70% Math scoring satisfactory or higher; 63% writing scoring satisfactory or higher; 76% Science scoring satisfactory or higher; 67% of lowest 25% making learning gains in reading; 55% of lowest 25% making learning gains in math 2011-12 Assistant Principal of MCHS School Grade: A % Meeting High Standards in Reading: 61% Meeting High Standards in Math: 83 % Meeting High Standards in Writing: 89% Meeting High Standards in Science: 50. % Making Learning Gains in Reading: 55% Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 70 AYP: Did not make AYP 2010-11 Assistant Principal of Martin County High School School Grade: B % Meeting High Standards in Reading: 61 % Meeting High Standards in Math: 83 % Meeting High Standards in Writing: 89 % Meeting High Standards in Science: 50. % Making Learning Gains in Reading: 55 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 44 % of Lowest 25% Making Learning Gains in Math: 70 AYP: Did not make AYP White, Hispanic and Economically Disadvantaged did not make AYP in reading. 2009-10 Assistant Principal at Martin County High School Reading Mastery: 59%, Math Mastery: 84%, Writing Mastery 88%, Science Mastery: 49%. AYP: White, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading; Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Adequate Progress for Lowest 25%= 44% in reading, 70% in math. 2008-2009: Assistant Principal at Martin County High School Grade: A, Reading Mastery: 59%, Math Mastery: 85%, Writing Mastery 90%, Science Mastery: 51%. AYP: 79%, White, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading; Hispanic, Economically Disadvantaged and SWD did not make AYP in math. Adequate Progress for Lowest 25% 50% in reading, 65% in math

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mrs. Jaime Thompson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy
Credentials	B.A., English Literature, Brooklyn College (CUNY) M.A., Adolescent Education Grades 6-12, Mercy College M.Ed., Educational Leadership All Levels, American College of Education Certifications: English grades 6-12, Educational Leadership All Levels Endorsements: Reading Endorsed, ESOL Endorsed
Performance Record	First year as Literacy coach.

Classroom Teachers

# of classroom teachers
105

 # receiving effective rating or higher
105, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
104, 99%

 # ESOL endorsed
45, 43%

 # reading endorsed
14, 13%

 # with advanced degrees
27, 26%

 # National Board Certified
8, 8%

 # first-year teachers
13, 12%

 # with 1-5 years of experience
33, 31%

 # with 6-14 years of experience
33, 31%

 # with 15 or more years of experience
48, 46%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

6, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The principal is responsible to review on-line applications; identify certified applicants; interview applicants meeting qualifications for position; call at least 3 references; provide new teacher support/ mentoring program; provide on-going support and direction; supervise instruction and provide positive and constructive feedback; provide/encourage training opportunities for Reading Endorsement and ELL Endorsement.

Teacher Mentoring Program/Plan

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

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

The new teacher mentoring program has teachers paired by similar department or grade level. There are monthly follow-up meetings, book studies, and email groups set up for communicating, sharing ideas, and gaining feedback. The leadership team is also developing specific activities based on new teacher needs as they arise in the year.

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

Leadership team, MTSS team, and school leaders identify using the problem solving and continuous improvement process students and systems that are in need of attention. When systems are identified to need improvement, the appropriate personnel identify the issue of concern and implement strategies, timelines, and identify personnel to address concerns and implement solutions. The problem solving process for MTSS includes the use of attendance, GPA, discipline and other barrier indicators to identify at risk students. Additionally, teachers and other staff members (sometimes parents) recommend students to the MTSS process.

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

The MTSS team consists of the Assistant Principal, Jack Valerio; District assigned RtI coach, Camille Aloi; ESE Team Leader, Patti Crooks; Literacy Coach, Jaime Thompson; ELL Teacher, Pat Beonde; MTSS/PBis Team Leader, Kathleen Wonnell; Speech Therapist, Nikki Aronoff; all guidance counselors, School psychologist, and additional individuals based on needs.

The team meets weekly to review school-wide data, student and teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the interventions, collect accurate data, and implement research based, data based interventions to address both the core and individual student response.

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

the leadership team meets weekly to address overall school goals including those addressed in the SIP. During the weekly meetings specific concerns raised through the MTSS process are brought to the team for additional problem solving, brainstorming, and implementation/monitoring ideas.

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

Student academic performance data is collected through pinnacle, district benchmark assessments, performance matters data and other informal assessments to problem solve and develop the three tiered interventions needed to improve student achievement and determine implementation issues. MCHS has adopted the Positive Behavior Support program and uses MTSS state data management system to gather discipline and behavior data. Students are identified within the tiers and the same data elements are used to exit students from tier 2 and tier 3.

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

All teachers will be trained at the beginning of the school year on the RtI process and the three tiers of intervention. Focus will be on the Tier 1 and the use of differentiated instruction and intervention strategies for the general faculty. Specific training on Tier 2 will occur for the PBS team and the PBS tier 2 sub-committee. Training on Tier 3 interventions will occur for the RtI team.

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:

SAT Tutoring is offered before and after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

SAT Tutor, Assistant Principal

Strategy: Weekend Program

Minutes added to school year:

Tigerfest is our annual gathering for students that takes place in the week before FCAT. Students engage in morale building activities and given last minute tips and strategies.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers, literacy coach, assistant principal

Strategy: Before or After School Program

Minutes added to school year:

FCAT and EOC morning and afternoon tutoring is offered.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers, FCAT or EOC tutor, literacy coach

Strategy: Summer Program

Minutes added to school year:

Summer EOC boot camp for Algebra and Geometry

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers, assistant principal

Literacy Leadership Team (LLT)

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

Name	Title
Mr. Al Fabrizio	Principal
Mrs. Virginia Skinner	Assistant Principal
Ms. Laura Holling	ELA Teacher/9/10 ELA Team Leader
Mrs. Jaime Thompson	Literacy Coach
Lori McCaughey	Assistant Principal

How the school-based LLT functions

Literacy is one of the three main focus areas for MCHS 2013-2014 school year. The LLT meets monthly to plan specific school-wide literacy activities. The Literacy Coach meets regularly with members of the administrative team, school leadership team, or designees from respective departments to address school-wide literacy concerns, professional development needs, and concerns from the reading intervention programs. The team meets once monthly to review school data. We determine next steps for professional development and student celebrations for successes in literacy.

Major initiatives of the LLT

Preparing for common core- Unwrapping the standards for implementation next year.
Text complexity and close reading- Essential stratgey for success in implementing the CCSS.
Continued professional development on high probability strategies using Marzano's Art and Science of Teaching Framework- Helping teachers to receive high quality professional development with strategies that are immediately useful to them in their classrooms.
Celebration of Literacy- Stressing the importance of literacy for staff and students through celebration.
Reading and Writing relationship- Implementing a Writing across the Curriculum plan.
Academic vocabulary - Essential to CCSS.
School wide literacy plan implementation- MCHS is taking a "Literacy for All" approach to stress the importance of literacy.
Literacy for all
Literacy blueprint focusing on reading, writing, speaking, and reasoning- Showing the relationship between all content areas and their roles in literacy.

Every Teacher Contributes to Reading Instruction

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

Through developing a school wide literacy plan, it is identified that all staff members will receive professional development on high yield literacy strategies in their content areas. Through the aid of the literacy coach, literacy lessons will be modeled in all classrooms.
All teachers are functioning in a collaborative team where the focus on literacy is evident.
Opportunities for training for reading endorsement coursework (CAR-PD, CATER) will continue to be strongly encouraged for all teachers not already reading endorsed or certified. Literacy coach will be assigned to work with content area teachers to evaluate instructional materials and assist with instructional focus.

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

Extensive training has occurred in regards to rigorous and relevant instruction. Each teacher is responsible for the completion and implementation of a Quadrant D lesson that includes higher thinking and relevant instruction. Additionally, nine of the career and technical programs have completed requirements for Career and Professional Act (CAPE) designation, which includes the implementation of integrated projects. Training is planned for Capstone Projects to be incorporated into senior CTE courses. Career and Technical Education programs include: Automotive Technology, Automotive Collision, Repair and Refinishing, Culinary Arts, Television Production, Medical Sciences (Emergency Medical Responder and Allied Health Assisting), Commercial Photography, Drafting, Marketing Management, and Network Support Services/IT. Additionally, career-themed courses in the graphic arts are also available options for students.
Several classes are paired for year-long, collaborative instruction and utilize integrated lessons (e.g.

English/Biology for struggling readers; English/Advanced Placement World Geography for advanced readers; English/Advanced Placement World History for advanced readers). All teachers submit semester scope and sequence and lesson plans electronically. Multi-course projects and lesson studies are planned for the year.

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 complete interest surveys in the 8th grade and share goals during pre-registration process. Course selection is based on teacher recommendations, high school graduation requirements, student achievement data, individual interest and self-identified areas of interest. With flexibility available in the high school schedule, students can adjust course selections. Programs of Study are used for each Career and Technical Education program to guide students through 4 years of course planning as well as making students aware of available articulation agreements and opportunities to earn professional industry certification.

Strategies for improving student readiness for the public postsecondary level

Review of the High School Feedback Report and 2012-2013 CPT/PERT, ACT, SAT and Advanced Placement data indicate that increased attention to providing students with additional assistance in preparing for and applying for assessments is needed. An increase in student enrollment in Advanced Placement has resulted in increased student exams; however, a continued concern about the number of students in subgroups enrolled in advanced placement courses exists. Implementation of ACT and SAT-type questions and essays is required in grades 11 and 12. Preparation classes began second week of school providing two mornings of prep for all students. Additional, specific trainings are scheduled for assisting students with test-taking strategies and application completion for ACT and SAT. Teachers will identify students not successful on FCAT, encourage student participation in ACT assessment, and provide preparation activities. An increased emphasis on and requirement for PERT includes the analysis of student data and collaboration with our local state colleges, IRSC and PBSC, instructors to identify student strengths and weaknesses. All seniors who have not been identified as "college ready" are in a math for college readiness course and/or English IV for College Prep course to gain the required skills for post secondary enrollment.

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	69%	71%	Yes	72%
American Indian				
Asian	94%	76%	No	95%
Black/African American	45%	43%	No	51%
Hispanic	52%	52%	Yes	57%
White	75%	80%	Yes	78%
English language learners	33%	27%	No	39%
Students with disabilities	43%	33%	No	48%
Economically disadvantaged	53%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	255	25%	30%
Students scoring at or above Achievement Level 4	452	44%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		42%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		67%

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	54%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	33%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	27%	30%

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.		86%	95%

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	312	62%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		88%

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	67%		No	70%
American Indian				
Asian				
Black/African American	58%		No	63%
Hispanic	59%		No	63%
White	71%		No	74%
English language learners	44%		No	50%
Students with disabilities	57%		No	61%
Economically disadvantaged	61%		No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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	67%	70%	Yes	70%
American Indian				
Asian				
Black/African American	58%	38%	No	63%
Hispanic	59%	54%	No	63%
White	71%	78%	Yes	74%
English language learners	44%	34%	No	50%
Students with disabilities	57%	35%	No	61%
Economically disadvantaged	61%	52%	No	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		17%
Students scoring at or above Level 7	10	83%	83%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)		55%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		80%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	40%	50%
Students scoring at or above Achievement Level 4	31	8%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	37%	50%
Students scoring at or above Achievement Level 4	90	24%	25%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	44%	50%
Students scoring at or above Achievement Level 4	160	30%	35%

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	435	22%	28%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators	30		50
Students taking CTE-STEM industry certification exams	5	8%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	644	32%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	189	29%	35%
Passing rate (%) for students who take CTE industry certification exams		68%	75%
CTE program concentrators	183	28%	35%
CTE teachers holding appropriate industry certifications	10	100%	100%

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	138	7%	3%
Students in ninth grade with one or more absences within the first 20 days	48	9%	4%
Students in ninth grade who fail two or more courses in any subject	20	3%	0%
Students with grade point average less than 2.0	74	4%	2%
Students who fail to progress on-time to tenth grade	24	5%	2%
Students who receive two or more behavior referrals	594	28%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	223	10%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	38	2%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	444	96%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	47	63%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Improve communication with parents using "Remind 101" App. Expand volunteer opportunities to include academic remediation/enhancement. Keeping accurate records of the number of parent volunteers and dates and times they have served the school. Increase number of parents attending parent teacher conferences. Promote participation in school events. "Community walk", "Coffee with the principal".

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase effective communication			
Increase number of parents attending parent teacher conferences			
Participation of parents on CTE advisory boards			

Area 10: Additional Targets

Additional targets for the school

1.The AP passing rates for all test offered at MCHS will increase by 10 percent from the 2013 passing rates or meet and/or exceed the global passing rates for each test.
2. The number of minority students taking at least one AP course a year will increase by 5%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
10% Increase in student passing rates for all tests offered.	472	45%	55%

Goals Summary

G1. Increase enrollment of under-represented subgroups of students (when compared to student body composition) in CTE programs.

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G3. Increase percentage of students achieving Level 3.5 and higher in writing to at least 80%.

G4. The percentage of students scoring at proficiency (level 3) or higher will increase on the Biology EOC.

G5. The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

Goals Detail

G1. Increase enrollment of under-represented subgroups of students (when compared to student body composition) in CTE programs.

Targets Supported

- CTE
- EWS - Graduation

Resources Available to Support the Goal

- CTE Teachers
- Guidance Counselors
- Middle school pre-academies
- Current students / student success stories
- Career interest surveys
- Teachers will work in a collaborative team working together assessing their current reality, building and implementing best practices, and defining standards based essential learning and strategies to achieve their measurable improvement goals and meet the needs of their the students.

Targeted Barriers to Achieving the Goal

- Student schedule conflicts due to reading test scores and CTE teachers not-qualified to serve as reading intervention (lacking CATER and CAR-PD)

Plan to Monitor Progress Toward the Goal

1. Diversity of current student enrollment 2. Progress of current student enrollment in CTE programs 3. CTE program applications 4. Student career-interest surveys 5. 2014-2015 student course requests

Person or Persons Responsible
Career Specialist, CTE Teachers, Data Equipment Operator

Target Dates or Schedule:
1, 2 - Ongoing 3 - February 2014 4. February 2014 5. March-April 2014

Evidence of Completion:
2014-2015 enrollment figures in CTE programs

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

Targets Supported

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Teachers will work in a collaborative team working together assessing their current reality, building and implementing best practices, and defining standards based essential learning and strategies to achieve their measurable improvement goals and meet the needs of their the students.

- The collaborative team will create summative and formative common assessments in order to gather evidence of student learning, which will help identify students who need interventions and/or enrichment.

- Collaborative teams will focus on literacy strategies to ensure students are engaged in learning as they learn essential decoding knowledge and skills that will lead to better results on the EOC. Literacy coach will support the implementation of those strategies and be involved in cross curricula team planning.

- District-wide effort to unwrap the 10 CC Reading anchor standards for Mathematics. Literacy coach to provide professional development in close reading and text dependent questions as a follow up.

Targeted Barriers to Achieving the Goal

- Maintaining consistency in implementation of strategies to enhance reading proficiency.

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas, especially mathematics.

- Maintaining consistent review of data results and instructional implications.

Plan to Monitor Progress Toward the Goal

Monitor the curriculum based collaborative teams and provide professional development and support for all instructional staff members in all barrier areas.

Person or Persons Responsible
Administration

Target Dates or Schedule:
All year and ongoing

Evidence of Completion:
Teachers working in high performing collaborative teams with the creation of common assessments and instructional strategies. A clear blended curriculum addressing the common core state standards.

G3. Increase percentage of students achieving Level 3.5 and higher in writing to at least 80%.

Targets Supported
- Writing

Resources Available to Support the Goal
- School wide Writing Across the Curriculum program in place to provide consistency in all classes on writing prompts and grading with professional development for all staff on using the proper rubric.

Targeted Barriers to Achieving the Goal
- Lack of consistency and on-going constructive instructional feedback to students.

Plan to Monitor Progress Toward the Goal

Monitor and support Writing Across the Curriculum Program (WAC) with professional development for all instructional staff on proper rubrics.

Person or Persons Responsible
ELA Team Leaders, Literacy Coach, Administrators

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Pre and post test writing data

G4. The percentage of students scoring at proficiency (level 3) or higher will increase on the Biology EOC.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Biology teacher working in a collaborative team with professional development on a needs basis to address barriers for one common message and planning approach. District wide unwrapping of the Common Core State Standards.

Targeted Barriers to Achieving the Goal
- Maintaining consistency in implementation of strategies to enhance reading proficiency

- Maintaining consistent review of data results and instructional implications

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

Plan to Monitor Progress Toward the Goal

Monitor the collaborative team and provide professional development and support with a focus on the barrier areas.

Person or Persons Responsible
Administration

Target Dates or Schedule:
ongoing throughout the year

Evidence of Completion:
test scores, teachers working on a high performing collaborative team, high quality formative assessments

G5. The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

Targets Supported

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

Resources Available to Support the Goal

- Teachers will be working in collaborative teams to assess current reality and use it to determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level.

- Collaborative teams will work to create common assessments, both summative and formative, to progress monitor and intervene when students either need enrichment or interventions.

- Differentiated instruction professional development for new teachers and those who need it.

- Literacy is one of the focus areas this year. Professional development will be infused into the collaborative teams with a focus on literacy strategies to use in all content areas. Literacy coach will support the implementation of those strategies and be involved in cross curricula team planning.

- District=wide unpacking of common core state standards in all content areas. Literacy coach to provide professional development in close reading and text dependent questions as a follow up.

- Ny Times and Palm Beach Post online editions offered to reading students to practice computer based reading skills. Computer based benchmark exams offered this year.

Targeted Barriers to Achieving the Goal

- Maintaining consistency in implementation of strategies to enhance reading proficiency

- Maintaining consistent review of data results and instructional implications

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

- Need for daily focus on students with potential

Plan to Monitor Progress Toward the Goal

Monitor the curriculum based collaborative teams and provide professional development and support for all instructional staff members in all barrier areas.

Person or Persons Responsible
Administration

Target Dates or Schedule:
All year and ongoing

Evidence of Completion:
Teachers working in high performing collaborative teams with the creation of common assessments and instructional strategies. A clear blended curriculum addressing the common core state standards.

Action Plan for Improvement

Problem Solving Key

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

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G2.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency.

G2.B1.S1 Review student data to identify professional development needs; review and select high probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

Action Step 1

Hold collaborative team meetings; review pre- and post- assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation.

Person or Persons Responsible

Literacy Coach; Teachers; Support Facilitators; Administration

Target Dates or Schedule

Ongoing and at weekly collaborative team meetings

Evidence of Completion

Training rosters; Collaborative team meeting minutes; Progress Monitoring Checklists

Facilitator:

Literacy coach, administrators

Participants:

All teachers within their collaborative teams.

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

Needs based professional development for the collaborative teams and the strategies being utilized including follow up to determine impact.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing Throughout the year

Evidence of Completion

Teacher training rosters, feedback

Plan to Monitor Effectiveness of G2.B1.S1

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework.

Person or Persons Responsible

Team Leaders, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

G2.B4 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas, especially mathematics.

G2.B4.S1 Train on the Common Core State Standards (all areas); Apply the 8 Mathematical Practices in the classroom. Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize. Implement Writing Across the Curriculum and Text based Reading and Writing activities

Action Step 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Person or Persons Responsible

CCSS Team Leader; Team Leaders; Teachers; Administrators

Target Dates or Schedule

Ongoing within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

Facilitator:

CCSS Team Leader; Team Leaders; Teachers; Administrators , Literacy Coach

Participants:

All teachers

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

CCSS strategies to be infused this year: close reading, text dependent questions

Person or Persons Responsible

Administration, CCSS Team Leader, All Team Leaders

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher lesson plans, teacher generated examples to determine their level of understanding.

Plan to Monitor Effectiveness of G2.B4.S1

Teacher lessons are incorporating CCSS strategies and skills that are standards based.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Students will be able to read more complex text and answer questions verbally and in written at a higher cognitive level.

G2.B6 Maintaining consistent review of data results and instructional implications.

G2.B6.S1 Provide training on Performance Matters data system for new teachers and/or teachers new to data process; Continue the Collaborative Teams process while instructing in and implementing the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist.

Action Step 1

Progress monitoring of Performance Matters data including benchmark, FCAT, and state assessments; Review data from data teams based on teacher made pre-post assessments.

Person or Persons Responsible

Teachers; Literacy Coach; Leadership Team; Administrators

Target Dates or Schedule

Ongoing through out the school year

Evidence of Completion

Training rosters; Collaborative Team meeting minutes; Progress Monitoring Checklists

Facilitator:

Literacy Coach, Administration

Participants:

All teachers with their collaborative teams

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Collaborative Team Facilitators will lead the team in data collection, analyzing, and the impact the data will have on classroom instructions.

Person or Persons Responsible

Collaborative Team Facilitators, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Team minutes and data collection tools

Plan to Monitor Effectiveness of G2.B6.S1

Student evidence of mastery in areas of need as shown by data indicators

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

While teachers focus on data indicated areas of need, students will show learning gains on formative assessments.

G3. Increase percentage of students achieving Level 3.5 and higher in writing to at least 80%.

G3.B1 Lack of consistency and on-going constructive instructional feedback to students.

G3.B1.S1 Train teachers on writing rubrics using sample student work and methods for holistic assessment; conduct teacher work sessions on assessment of student work; implement with fidelity Writing Across the Curriculum.

Action Step 1

Identify common student writing errors; create training materials based on rubrics and student work samples; train staff on rubrics; continue writing across the curriculum activities; provide constructive instructional feedback to students; teachers review corrected student work

Person or Persons Responsible

Leadership Team; teachers; Administrators

Target Dates or Schedule

ongoing throughout the year.

Evidence of Completion

Sample student work; training logs; classroom observations

Facilitator:

ELA Team Leaders, Literacy Coach, Administration

Participants:

All instructional staff members

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

Professional Development to include follow up to determine impact

Person or Persons Responsible

Admistration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher training roster and feedback

Plan to Monitor Effectiveness of G3.B1.S1

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework

Person or Persons Responsible

Team Leaders, Administration

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Students increase test scores and level of understanding as determined by learning scales.

G4. The percentage of students scoring at proficiency (level 3) or higher will increase on the Biology EOC.

G4.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency

G4.B1.S1 Review student data to identify professional development needs; review and select high-probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies. Build in academic vocabulary

Action Step 1

Hold data team meetings; review pre- and post-assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation

Person or Persons Responsible

Science Team Leader, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

raining rosters; Lesson plans, common assessments

Facilitator:

Science Team Leader, Administration

Participants:

All Biology EOC teachers

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

Needs based professional development for the collaborative team and the strategies being utilized including follow up to determine impact.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher training rosters, feedbak

Plan to Monitor Effectiveness of G4.B1.S1

Student evidence of the strategy's level of effectiveness should be evident according to the Marzano Framework.

Person or Persons Responsible

Team Leaders, Administration

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

G4.B2 Maintaining consistent review of data results and instructional implications

G4.B2.S1 Provide training on Performance Matters data system for new teachers or teachers new to data process; Continue Professional Learning Communities through subject area teams; Instruction in and implementation of the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist

Action Step 1

Progress monitoring of Performance Matters data including benchmark, EOC and state assessments; Review data from data teams based on teacher made pre-post assessments

Person or Persons Responsible

Science Team Leader, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data team minutes, training rosters, data collection templates

Facilitator:

Science Team Leader, Administration,

Participants:

All Biology EOC teachers

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

Collaborative Team Facilitators will lead the team in data collection and analyzing the impact the data will have on classroom instruction.

Person or Persons Responsible

Collaborative Team Facilitators, Administration

Target Dates or Schedule

Ongoing Throughout the year

Evidence of Completion

Team minutes and data collection tools

Plan to Monitor Effectiveness of G4.B2.S1

Student evidence of mastery in areas of need as shown by data indicators.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

While teachers focus on data indicated areas of need, students will show learning gains on formative assessments.

G4.B6 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

G4.B6.S1 Train on the Common Core State Standards (all areas); Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Text-based Reading and Writing activities; Apply the 8 Mathematical Practices in the classroom

Action Step 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Person or Persons Responsible

All Biology EOC Teachers

Target Dates or Schedule

Ongoing throughout the year within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

Facilitator:

CCSS Team Leader, Administration, Science Team Leader

Participants:

Biology teachers

Plan to Monitor Fidelity of Implementation of G4.B6.S1

CCSS strategies to be infused this year, close reading, text dependent questions

Person or Persons Responsible

Administration, CCSS Team Leader, All Team Leaders

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher lesson plans, teacher generated examples to determine their level of understanding

Plan to Monitor Effectiveness of G4.B6.S1

Teacher lessons are incorporating CCSS strategies and skills that are standards based.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Students will be able to read more complex text and answer questions verbally and written at a higher cognitive level.

G5. The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G5.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency

G5.B1.S1 Review student data to identify professional development needs; review and select high-probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

Action Step 1

Hold data team meetings; review pre- and post-assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation

Person or Persons Responsible

Literacy Coach; Teachers; Support Facilitators; Administration

Target Dates or Schedule

ongoing throughout the year and at weekly team meetings.

Evidence of Completion

Training rosters; Lesson plans, common assessments

Facilitator:

Literacy coach, administrators

Participants:

All teachers within their collaborative teams.

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

Needs based professional development for the collaborative teams and the strategies being utilized including follow up to determine impact.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher training rosters, feedback

Plan to Monitor Effectiveness of G5.B1.S1

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework.

Person or Persons Responsible

Team Leaders, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

G5.B2 Maintaining consistent review of data results and instructional implications

G5.B2.S1 Provide training on Performance Matters data system for new teachers or teachers new to data process; Continue Professional Learning Communities through subject area teams; Instruction in and implementation of the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist

Action Step 1

Progress monitoring of Performance Matters data including benchmark, FCAT and state assessments; Review data from data teams based on teacher made pre-post assessments

Person or Persons Responsible

Teachers; Leadership Team; Administrators; Literacy Coach

Target Dates or Schedule

Ongoing and at weekly collaborative team meetings

Evidence of Completion

Training rosters; Data Team meeting minutes; Progress Monitoring Checklists

Facilitator:

Collaborative Team Facilitators, Administration, Literacy Coach

Participants:

All teachers within their collaborative teams.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Collaborative Team Facilitators will lead the team in data collection and analyzing the impact the data will have on classroom instruction.

Person or Persons Responsible

Collaborative Team Facilitators, Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Team minutes and data collection tools.

Plan to Monitor Effectiveness of G5.B2.S1

Student evidence of mastery in areas of need as shown by data indicators .

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

While teachers focus on data indicated areas of need, students will show learning gains on formative assessments

G5.B6 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

G5.B6.S1 Train on the Common Core State Standards (all areas); Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Text-based Reading and Writing activities; Apply the 8 Mathematical Practices in the classroom

Action Step 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Person or Persons Responsible

CCSS Team Leader; Team Leaders; Teachers; Administrators

Target Dates or Schedule

Ongoing within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

Facilitator:

CCSS Team Leader; Team Leaders; Teachers; Administrators , Literacy Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B6.S1

CCSS strategies to be infused this year: close reading, text dependent questions

Person or Persons Responsible

Administration, CCSS team leader, All Team Leaders

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher lesson plans, teacher generated examples to determine their level of understanding.

Plan to Monitor Effectiveness of G5.B6.S1

Teacher lessons are incorporating CCSS strategies and skills that are standards based.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Students will be able to read more complex text and answer questions verbally and in written at a higher cognitive level.

G5.B7 Need for daily focus on students with potential

G5.B7.S1 Use "Strat Pack for Students with Potential" (Checklist for Lower 33%); Track Homework; Monitor Attendance; Contact Parent more frequently; Daily Address Relationship Building;Analyze and Discuss Benchmark Assessment/Teacher Pre-Post Results; Utilize Differentiated Instruction Strategies;Constant Check for Understanding

Action Step 1

Review "Strat Pack"; View checklist; Monitor student progress; Discuss in PLCs and Data Teams

Person or Persons Responsible

Teachers; Leadership Team; Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

"Strat Pack"; PLC and Data Team minutes; Checklist Review

Plan to Monitor Fidelity of Implementation of G5.B7.S1

teachers monitoring SOP list and meeting the needs of those students through various strategies and interventions .

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Guidance counselors and Literacy coach maintaining the students of potential list and dissemination of the information; teachers identifying and show tracking of students.

Plan to Monitor Effectiveness of G5.B7.S1

Greater staff attention and interventions for SOP will lead to higher attendance, increase in test scores and overall learning gains.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Test scores, attendance and learning gains.

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

MCHS coordinates and integrates all federal, state, and local programs that
impact the school:
-Implements research-based resources funded by federal and local funds.
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With implementation of parent information programs.
-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

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.

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G2.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency.

G2.B1.S1 Review student data to identify professional development needs; review and select high probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

PD Opportunity 1

Hold collaborative team meetings; review pre- and post- assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation.

Facilitator

Literacy coach, administrators

Participants

All teachers within their collaborative teams.

Target Dates or Schedule

Ongoing and at weekly collaborative team meetings

Evidence of Completion

Training rosters; Collaborative team meeting minutes; Progress Monitoring Checklists

G2.B4 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas, especially mathematics.

G2.B4.S1 Train on the Common Core State Standards (all areas); Apply the 8 Mathematical Practices in the classroom. Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize. Implement Writing Across the Curriculum and Text based Reading and Writing activities

PD Opportunity 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Facilitator

CCSS Team Leader; Team Leaders; Teachers; Administrators , Literacy Coach

Participants

All teachers

Target Dates or Schedule

Ongoing within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

G2.B6 Maintaining consistent review of data results and instructional implications.

G2.B6.S1 Provide training on Performance Matters data system for new teachers and/or teachers new to data process; Continue the Collaborative Teams process while instructing in and implementing the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist.

PD Opportunity 1

Progress monitoring of Performance Matters data including benchmark, FCAT, and state assessments; Review data from data teams based on teacher made pre-post assessments.

Facilitator

Literacy Coach, Administration

Participants

All teachers with their collaborative teams

Target Dates or Schedule

Ongoing through out the school year

Evidence of Completion

Training rosters; Collaborative Team meeting minutes; Progress Monitoring Checklists

G3. Increase percentage of students achieving Level 3.5 and higher in writing to at least 80%.

G3.B1 Lack of consistency and on-going constructive instructional feedback to students.

G3.B1.S1 Train teachers on writing rubrics using sample student work and methods for holistic assessment; conduct teacher work sessions on assessment of student work; implement with fidelity Writing Across the Curriculum.

PD Opportunity 1

Identify common student writing errors; create training materials based on rubrics and student work samples; train staff on rubrics; continue writing across the curriculum activities; provide constructive instructional feedback to students; teachers review corrected student work

Facilitator

ELA Team Leaders, Literacy Coach, Administration

Participants

All instructional staff members

Target Dates or Schedule

ongoing throughout the year.

Evidence of Completion

Sample student work; training logs; classroom observations

G4. The percentage of students scoring at proficiency (level 3) or higher will increase on the Biology EOC.

G4.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency

G4.B1.S1 Review student data to identify professional development needs; review and select high-probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies. Build in academic vocabulary

PD Opportunity 1

Hold data team meetings; review pre- and post-assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation

Facilitator

Science Team Leader, Administration

Participants

All Biology EOC teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

raining rosters; Lesson plans, common assessments

G4.B2 Maintaining consistent review of data results and instructional implications

G4.B2.S1 Provide training on Performance Matters data system for new teachers or teachers new to data process; Continue Professional Learning Communities through subject area teams; Instruction in and implementation of the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist

PD Opportunity 1

Progress monitoring of Performance Matters data including benchmark, EOC and state assessments; Review data from data teams based on teacher made pre-post assessments

Facilitator

Science Team Leader, Administration,

Participants

All Biology EOC teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data team minutes, training rosters, data collection templates

G4.B6 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

G4.B6.S1 Train on the Common Core State Standards (all areas); Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Text-based Reading and Writing activities; Apply the 8 Mathematical Practices in the classroom

PD Opportunity 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Facilitator

CCSS Team Leader, Administration, Science Team Leader

Participants

Biology teachers

Target Dates or Schedule

Ongoing throughout the year within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

G5. The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G5.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency

G5.B1.S1 Review student data to identify professional development needs; review and select high-probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

PD Opportunity 1

Hold data team meetings; review pre- and post-assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation

Facilitator

Literacy coach, administrators

Participants

All teachers within their collaborative teams.

Target Dates or Schedule

ongoing throughout the year and at weekly team meetings.

Evidence of Completion

Training rosters; Lesson plans, common assessments

G5.B2 Maintaining consistent review of data results and instructional implications

G5.B2.S1 Provide training on Performance Matters data system for new teachers or teachers new to data process; Continue Professional Learning Communities through subject area teams; Instruction in and implementation of the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist

PD Opportunity 1

Progress monitoring of Performance Matters data including benchmark, FCAT and state assessments; Review data from data teams based on teacher made pre-post assessments

Facilitator

Collaborative Team Facilitators, Administration, Literacy Coach

Participants

All teachers within their collaborative teams.

Target Dates or Schedule

Ongoing and at weekly collaborative team meetings

Evidence of Completion

Training rosters; Data Team meeting minutes; Progress Monitoring Checklists

G5.B6 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

G5.B6.S1 Train on the Common Core State Standards (all areas); Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Text-based Reading and Writing activities; Apply the 8 Mathematical Practices in the classroom

PD Opportunity 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Facilitator

CCSS Team Leader; Team Leaders; Teachers; Administrators , Literacy Coach

Participants

All teachers

Target Dates or Schedule

Ongoing within collaborative teams and sometimes district determined deadlines.

Evidence of Completion

Student assessment results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.	$8,500
G5.	The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.	$3,750
	Total	$12,250

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Professional Development	Total
SAC	$2,750	$2,500	$0	$5,250
Sac	$0	$0	$7,000	$7,000
Total	$2,750	$2,500	$7,000	$12,250

Budget Details

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

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOCs and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G2.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency.

G2.B1.S1 Review student data to identify professional development needs; review and select high probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

Action Step 1

Hold collaborative team meetings; review pre- and post- assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation.

Resource Type

Professional Development

Resource

Model School Conference ($5000) as well as PD training for the implementation of the PLC process including training individual collaborative teams. Professional development for the implementation of the CCSS within the collaborative teams are also included. ($3000)

Funding Source

Sac

Amount Needed

$7,000

G2.B6 Maintaining consistent review of data results and instructional implications.

G2.B6.S1 Provide training on Performance Matters data system for new teachers and/or teachers new to data process; Continue the Collaborative Teams process while instructing in and implementing the data team process; Analyze data to drive the instructional planning process; Develop and implement a progress monitoring checklist.

Action Step 1

Progress monitoring of Performance Matters data including benchmark, FCAT, and state assessments; Review data from data teams based on teacher made pre-post assessments.

Resource Type

Other

Resource

Substitute coverage for teachers during FCAT and EOC testing so teachers can support their own students. ($1500.)

Funding Source

SAC

Amount Needed

$1,500

G5. The percent of all students scoring at level 3 and/or higher on the FCAT 2.0 Reading Exam and the percent of all students in each subgroup making adequate yearly progress will increase to meet target AMO percentages.

G5.B1 Maintaining consistency in implementation of strategies to enhance reading proficiency

G5.B1.S1 Review student data to identify professional development needs; review and select high-probability strategies within the Marzano Art and Science of Teaching Framework; Review results and implement strategies; Schedule Reading students with common English teachers for close reading implementation

Action Step 1

Hold data team meetings; review pre- and post-assessments; review lesson plans for inclusion of strategies; perform classroom observations for implementation

Resource Type

Other

Resource

Tigerfest- Event focused on building student morale and giving strategies and test taking tips in the week before FCAT. ($500) ACT fees for students that have utilized both waivers. ($750)

Funding Source

SAC

Amount Needed

$1,250

G5.B6 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards for all content areas

G5.B6.S1 Train on the Common Core State Standards (all areas); Encourage different Instructional Strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Text-based Reading and Writing activities; Apply the 8 Mathematical Practices in the classroom

Action Step 1

Training evaluations; Student Writing samples; Sample student work; Formative and Summative Assessments

Resource Type

Technology

Resource

Nextpert

Funding Source

SAC

Amount Needed

$2,500