



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

---

---

### **South Area Secondary Intensive Transition Program**

1509 BARTON RD  
Lake Worth, FL 33460  
561-202-0600

[intensivetransitionsouth@palmbeach.k12.fl.us](mailto:intensivetransitionsouth@palmbeach.k12.fl.us)

---

## School Demographics

---

<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> Yes	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

---

## School Grades History

---



---

## SIP Authority and Template

---

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

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

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

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>21</b>
<b>Goals Summary</b>	<b>29</b>
<b>Goals Detail</b>	<b>29</b>
<b>Action Plan for Improvement</b>	<b>42</b>
<b>Part III: Coordination and Integration</b>	<b>98</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>99</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>103</b>

---

## **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**

South Area Secondary Intensive Transition

**Principal**

Dr. Voncia Haywood

**School Advisory Council chair**

Monique Lambrou

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

Name	Title
Dr. Voncia Haywood	Principal
Terrence Narinesingh, Ed.S.	Assistant Principal
Ms. Maggi David	Guidance Counselor
Mr. Lorenzo Odum	School Resource Officer
Mr. Anthony Flowers	Behavior Intervention Associate
Mrs. Tanya Powell-Wimbs	School Based Team Leader
Ms. Monique Lambrou	Middle School Department Instructional Leader
Ms. Jackie Major	High School Department Instructional Leader
Mr. Jim McCullough	School Psychologist
Mrs. Renee Jackson	ESE Teacher
Mrs. Tina Bostick	Area 1 ESE Liaison
Ms. Karen Gray	Area 1 Alternative Education Liaison
Ms. Krista Bernard	Student Advocate Specialist

#### 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 officers of this Council shall be a chairperson, a vice-chairperson, a secretary, and a historian. The duties of the officers will consist of the following:

1. Monique Lambrou: Chairperson

The chairperson shall preside at all meetings of the Council and shall be a de facto member of all committees.

2. Tanya Powell-Wimbs: Vice-Chairperson

The vice-chairperson shall act as an aide to the chairperson and preside in the absence of the chairperson. In the case of a vacancy in the office of chairperson, the vice-chairperson shall become the chairperson for the remainder of the unexpired term.

3. Natalie Georges: Secretary

The secretary shall keep minutes [available to the public per Fla. Stat. § 286.011] of the meetings and shall be responsible for such correspondence as is delegated to him/her by the chairperson. The secretary shall also document activities, decisions, and attendance of the Council and its committees for accountability.

4. Michael Johnson: Historian

The historian shall document the past, present, and future progress of the SAC and its committees. The historian shall maintain the minutes of previous years, any anecdotal records, and the SAC archives. In the event of a vacancy in an office of the SAC during an existing term, the vacancy will be filled by election of the SAC members. The Council shall elect its own officers at the first regular meeting. Officers shall serve a maximum of two terms.

Our SAC consists of the Principal, Assistant Principal, three teachers, four students, one educator support employee, three parents, and one community partner. 62% of SAC members are not employed by the School District of Palm Beach County.

### **Involvement of the SAC in the development of the SIP**

The members of the School Advisory Council (SAC) will work to improve the areas most important to South Intensive. They will also decide how to measure the results of the strategies they plan to implement.

The members of the SAC will be responsible for creating the School Improvement Plan (SIP), which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

The SAC will be involved in the development of the SIP by doing the following:

- Identify and evaluate possible solutions and develop strategies—specific “how-to” steps—to accomplish the needed improvement;
- Assess the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
- Arrange the school’s needs in priority order;
- Indicate problems and barriers that underlie the needed improvements and their causes
- Establish what will be done, when it will be done, by whom, and what resources are needed;
- Specify precisely what results (outcomes) the SAC expects to achieve and how they will be measured;
- Determine which indicators of success will serve as “adequate progress” for strategies in the plan;
- Decide how success will be measured.

### **Activities of the SAC for the upcoming school year**

The School Advisory Council will prepare and evaluate the school's improvement plan and assist in the preparation of the school's annual budget. Members of the SAC will also determine which special programs and projects will be offered to students during the school year.

SAC activities for the upcoming school year include, but are not limited to the following:

1. Participate in planning and monitoring of school buildings and grounds.
2. Initiate activities or programs that generate greater cooperation between the community and the school;
3. Assist in the development of educational goals and objectives.
4. Review and provide input on curriculum issues.

- 5. Recommend various support services and resources.
- 6. Perform other functions as requested by the principal.

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

School improvement funds will be allocated to instructional material and supplies to enhance academic achievement, up-to-date school library materials, materials for the Parent University, and advanced technology equipment.

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

In Compliance

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

N/A

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**



**Dr. Voncia Haywood**

Principal

Years as Administrator: 14

Years at Current School: 3

**Credentials**

Doctorate, Ministry in Christian Education,  
 Jacksonville Theological Seminary  
 Master's Degree in Educational Leadership,  
 Nova Southeastern University  
 Bachelor of Science in Business Administration  
 Fort Valley State University  
 Certifications:  
 Educational Leadership (all levels)  
 Middle Grades Endorsement  
 Business Education (Grades 6-12)  
 School Principal (All levels)

**Performance Record**

FY2013  
 School Rating: Pending  
 o FCAT 2.0 Writing:  
 8th grade (40% increase in students scoring 3.0 or higher from SY12 to SY13, 56% increase in students scoring a 3.5 or higher from SY12 to SY13 and 76% increase in students scoring a 4.0 or higher from SY12 to SY13); 10th grade (18% increase in students scoring 3.0 or higher from SY12 to SY13).  
 o Reading: 7th grade (7% increase in students scoring 3.0 or higher from SY12 to SY13).  
 o Mathematics: 7th grade (7% increase in students scoring 3.0 or higher from SY12 to SY13).  
 FY2012  
 School Rating: Incomplete due to not enough students in subgroups  
 47% AYP in Reading  
 25% AYP in Math  
 FY2011  
 School Rating: Maintaining  
 86% met AYP  
 Learning gains for Maintaing rating:  
 Reading 42%  
 Math 60%  
 FY2010  
 School Rating: Improving  
 92% met AYP  
 Learning gains for Improvement rating:  
 Reading 52%  
 Math 66%  
 Learning gains for Maintaining rating:  
 Reading 52%  
 Math 66%

**Terrence Narinesingh, Ed.S.**

Asst Principal

Years as Administrator: 5

Years at Current School: 2

**Credentials**

Specialist (Ed.S.) in Educational Leadership  
 Florida Atlantic University  
 Master of Science (MS) in Exceptional Student Education –  
 Florida Memorial University  
 Bachelor of Science (BS) in Biology (Pre-Medicine)  
 Florida Memorial University  
 Certifications:  
 Biology (Grades 6-12),  
 Educational Leadership (Grades K-12)  
 Exceptional Student Education (Grades K-12),  
 General Science (Grades 5-9),  
 Reading (Endorsement),  
 School Principal (All levels)

**Performance Record**

2012-2013  
 South Intensive Transition - Pending  
 o FCAT 2.0 Writing:  
 8th grade (40% increase in students scoring 3.0 or higher from SY12 to SY13, 56% increase in students scoring a 3.5 or higher from SY12 to SY13 and 76% increase in students scoring a 4.0 or higher from SY12 to SY13); 10th grade (18% increase in students scoring 3.0 or higher from SY12 to SY13).  
 o Reading: 7th grade (7% increase in students scoring 3.0 or higher from SY12 to SY13).  
 o Mathematics: 7th grade (7% increase in students scoring 3.0 or higher from SY12 to SY13).  
 2011-2012  
 Riviera Beach Maritime Academy - Grade improvement to “A” from the previous year “D.” Science proficiency increases from 37% to 70% (33% increase). Met Adequate Progress for At-Risk.  
 Palm Beach Maritime Academy - Grade achievement of “A.” Science proficiency increases from 63% to 67% (5% increase). Met Adequate Progress for At-Risk.  
 2010-2011  
 Bright Futures Academy Charter School – Grade improvement to A” from the previous year “C.” Science proficiency increases from 45% to 52% (7% increase). Met Adequate Progress for At-Risk.  
 G-Star School of the Arts – Achieved Grade “A.” Science proficiency of 54%. Met Adequate Progress for At-Risk.  
 2009-2010:  
 John I. Leonard High School - Grade improvement to “A” from the previous year “C.” Science proficiency increases from 28% to 46% (18% increase). Met Adequate Progress for At-Risk.  
 Santaluces Community High School -  
 Grade improvement to “A” from the previous year “D.” Science proficiency increases from 32% to 47% (15% increase). Met Adequate Progress for At- Risk.  
 South Tech Academy - Grade improvement to “B” from the

previous year "D." Science proficiency increases from 20% to 32% (12% increase). Met Adequate Progress for At-Risk.  
 Olympic Heights Community High School -  
 Grade improvement to "A" from the previous year "B." Science gains from 44% to 49% (5% increase). Met Adequate Progress for At-Risk.  
 Royal Palm Beach Community High School  
 - Grade improvement to "B" from the previous year "D." Science proficiency increases from 35% to 38% (3% increase). Met Adequate Progress for At-Risk.

**Instructional Coaches**

**# of instructional coaches**  
 0

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

**Instructional Coach Information:**

Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		

**Classroom Teachers**

**# of classroom teachers**  
 11

**# receiving effective rating or higher**  
 11, 100%

**# Highly Qualified Teachers**  
 64%

**# certified in-field**  
 11, 100%

**# ESOL endorsed**  
 2, 18%

**# reading endorsed**  
 3, 27%

**# with advanced degrees**  
 3, 27%

**# National Board Certified**  
 0, 0%

**# first-year teachers**

3, 27%

**# with 1-5 years of experience**

5, 45%

**# with 6-14 years of experience**

2, 18%

**# with 15 or more years of experience**

2, 18%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# 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**

Our school will use the following strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school:

1. Attend Job Fairs when available: Administration and Department Heads
2. Advertise vacant positions through District web-based personnel system: Administration
3. Provide mentor for each teacher new to the school and offer adequate support- Assistant Principal
4. Develop school safety plans and enforce discipline codes that establish and maintain order throughout the school building- Administration and School Safety Team
5. Implement effective classroom management strategies through the School-wide Positive Behavior Support Team in order to minimize student misbehavior: Administration and the SwPBS Team
6. Provide adequate time for team planning and collaboration so teachers have an opportunity to strengthen their expertise and promote a healthy and safe school climate: Administration and Department Heads
7. Provide ongoing Professional Development in order improve the job performance for all employees resulting in increased student achievement: Administration and the Professional Development Team
8. Require all teachers to worked towards receiving their Reading Endorsement and/or ESOL Endorsement by taking the required online courses: Administration and the Professional Development Team.

**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**

Mr. Narinesingh will serve as a mentor for all teachers new to South Intensive and all beginning teachers. He will meet monthly with each mentee and provide them with adequate support so they can have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Mr. Narinesingh will frequently conduct classroom observations and will meet with the new teachers immediately following the observation in order to provide constructive feedback. He will provide new educators with the support they need in order to successfully complete the Educator Support Program (ESP).

Mrs. Powell-Wimbs will serve as a teacher mentor to two new teachers, Mr. O'Brian Edwards and Mr. Allen James. Mrs. Renee Jackson will mentor Dr. Lois Smith. They have both successfully completed Clinical Education Training and demonstrate knowledge of the Florida Educator Accomplished Practices. They will support new teachers by establishing a trusting and confidential relationship. They will be responsible for sharing the culture and the climate of the school and any special rules and procedures. They will adhere to the Educator Support Program (ESP) timeline and complete informal observations of the new teacher and will also provide immediate, constructive feedback. Ms. Lambrou and Mrs. Green will serve as the teacher leaders in the Beginning Teacher Assistance Program. They have both successfully completed B.T.A.P. training. They will offer additional support to new educators or new employees at South Intensive.

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

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

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

The role of the MTSS/RtI Team at South Intensive is to provide positive research-based interventions to help students succeed. The team will meet every Monday in order to review data which will include universal screenings, academic data, and behavior data. Based on this information, the team will identify areas where professional development is needed to strengthen the learning environment for all students. The team will track academic achievement of students as well as behavioral and attendance data. The team will then identify students who are not meeting the academic and/or behavioral targets. The identified student will then be referred to the School-wide Positive Behavior Support Tier 2 Team and/or the School-based Leadership Team to determine interventions needed to assist the student. An Intervention Plan will be developed for the student. The Intervention Plan will identify the student's specific areas of deficiencies and provide research based interventions to assist the student in meeting the academic/behavior issue(s) identified. Each student will be assigned a case liaison (a member of the School-based Leadership Team) to support the plan and the teacher implementing the plan. The case liaison will report back to the team.

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY14 School Improvement Plan. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

All students receive intensive reading and intensive math for 60 minutes a day (in addition to their core instruction). Additionally, students have the opportunity to attend the Title I Enrichment Lab every Monday-Thursday from 1:30 p.m. - 2:30 p.m. Class size is small (about 4-12 students) in order for all students to receive small group and individualized instruction.

Teacher support systems include, but are not limited to the following:

1. Preschool workshops and Professional Development Days
2. Faculty meetings (monthly)
3. Department meetings (biweekly)

4. Grade Level meetings (biweekly)
5. Learning Team meetings (monthly)
6. Literacy Leadership Team meetings (monthly)
7. Truency Team meetings (weekly)
8. School Based Leadership Team meetings (weekly)
9. School-wide Positive Behavior Support Team meetings (monthly)
10. Tier 2 School-wide Positive Behavior Support Team meetings (monthly)
11. Collegial Planning and CORE K12 Online Professional Development (biweekly)

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

The School Based Leadership team leader is responsible for the following:

1. Welcome all participants and providing an agenda to all SBT members.
2. Share with team members the importance of confidentiality and reading the Confidentiality Statement.
3. Require all team members sign the Attendance Form.
4. Conduct a brief orientation of the SBT process.
5. Present and discuss new cases.
6. Assign a team member to assist with the completion of the Tracking Form during the meeting.
7. Identify a Case Liaison for each student referral.
8. Ensure that the Student Action Plan is completed for each referral.
9. Select a case review date for each referral as appropriate.
10. Collect Attendance, Tracking Form, and Student Action Plans.
11. Announce date and time of next meeting.

Other members of the School-based Leadership Team are responsible for providing input regarding any learning, speech and language, behavioral, or any other school-based issues the student may have.

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

The following systems are in place in order to monitor the fidelity of the school's MTSS and SIP:

Academics:

1. EDW reports
2. TERMS
3. Fall and Winter Diagnostics
4. Classroom Observations
6. Palm Beach Performance Assessments and Palm Beach Writes
7. Florida Assessment for Instruction in Reading (FAIR)
8. Scholastic Reading Inventory (SRI)
9. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
10. End-of-Course Assessments (EOC)
11. Title I Enrichment Lab Attendance Logs
12. Compass Progress Reports (if applicable)
13. Edgenuity Progress Reports (if applicable)
14. CORE K12 Benchmark Assessments

Behavior:

1. EDW Reports (Discipline Dashboard)
2. TERMS
3. Classroom Observations
4. Corrective Behavior Intervention Reports
5. In School Suspension (ISS) Logs
6. Student Code of Conduct Logs
7. Parent Phone Call Logs
8. Family Counselor Logs

9. Guidance Counselor Logs
10. Mentoring Logs
11. Truancy Phone Call Logs

**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 School Based Leadership Team and the School-wide Positive Behavior Support Team work together in order to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports. The Education Data Warehouse (EDW) provides reports in order to closely monitor student behavior, attendance, and discipline. These reports are analyzed biweekly during Learning Team Meetings and School-wide Positive Behavior Support Team meetings. The team uses these reports to identify any problems and determine the practices that must be put into place.

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

Staff engages in data-based problem solving by attending the following:

1. Preschool workshops and Professional Development Days
2. Faculty meetings (monthly)
3. Department meetings (biweekly)
4. Grade Level meetings (biweekly)
5. Learning Team meetings (monthly)
6. Literacy Leadership Team meetings (monthly)
7. Truancy Team meetings (weekly)
8. School Based Leadership Team meetings (weekly)
9. School-wide Positive Behavior Support Team meetings (monthly)
10. Tier 2 School-wide Positive Behavior Support Team meetings (monthly)

During these meetings, South Intensives engages in problem-solving techniques by using a system of Data, Practices, Systems, and Outcomes. First, we examine the student data and determine if there are any possible problems. Next, we use the data in order to identify the appropriate practices and systems that must be put into place. Last, we revisit the student's academic and/or behavioral data in order to determine if the appropriate interventions were properly implemented and effective in meeting the needs of the students.

Our school also offers the following opportunities for parents and students understand our school's MTSS:

1. Parent Training and Technology Night
2. Open House
3. Access to Edline
4. Monthly newsletters
5. Inviting parents to attend School Based Team meetings
6. Inviting parents to attend parent conferences
7. Title I Parent Night
8. Coffee and Conversation with the Principal
9. Access to our Parent University (Parent Resource Center)
10. School Advisory Council (SAC) monthly meetings

**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:** 8,500

Students have the opportunity to attend the Title I Enrichment Lab every Monday-Thursday from 1:30 p.m. - 2:30 p.m. (with the exception of LTM and PDD days).

**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?**

Students will be given a pretest when they begin attending tutorial services in order to determine the areas they are struggling in. Teachers will provide the students with additional support in those areas in order to remediate. Students will be given mini-assessments through Core K12 in order to track their progress in all subject areas. At the end of the year students will be given a post test in order to determine their overall growth.

**Who is responsible for monitoring implementation of this strategy?**

The Title I tutorial director, Ms. Lambrou, is responsible for collecting and analyzing the data in order to ensure the strategies being used are effective.

**Strategy:** Extended Day for All Students**Minutes added to school year:** 8,500

Students will have the opportunity to remediate middle school courses they previously failed Monday-Thursday from 1:30 p.m. - 2:30 p.m. in the Compass Lab (with the exception of LTM and PDD days).

**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?**

Data will be collected based on if the student successfully completed the course and received a passing grade in a course they previously failed.

**Who is responsible for monitoring implementation of this strategy?**

The Title I tutorial director, Ms. Lambrou, is responsible for collecting and analyzing the data in order to ensure the strategies being used are effective.



**Strategy:** Before or After School Program

**Minutes added to school year:** 8,500

Students will have the opportunity to remediate high school credits Monday-Thursday from 1:30 p.m. - 2:30 p.m. in the Edgunity Lab (with the exception of LTM and PDD days).

**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?**

Data will be collected based on if the student successfully completed the course and received high school credit.

**Who is responsible for monitoring implementation of this strategy?**

The Title I tutorial director, Ms. Lambrou, is responsible for collecting and analyzing the data in order to ensure the strategies being used are effective.

**Strategy:** Before or After School Program

**Minutes added to school year:** 8,500

Students will have the opportunity to complete courses through Florida Virtual School every Monday-Thursday from 1:30 p.m. - 2:30 p.m. (with the exception of LTM and PDD days). This will allow students to have the opportunity to fulfill their online graduation requirement, boost their GPA, make up a credit, or explore an interesting elective area not offered at our school.

**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?**

Data will be collected based on if the student successfully completed the course and received high school credit.

**Who is responsible for monitoring implementation of this strategy?**

The Title I tutorial director, Ms. Lambrou, is responsible for collecting and analyzing the data in order to ensure the strategies being used are effective.

**Strategy: Weekend Program**

**Minutes added to school year: 1,440**

Students will have the opportunity to attend Saturday School in order to receive an additional four hours of instruction in the areas of math, reading, science, and writing.

**Strategy Purpose(s)**

""

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

Students will be given a pretest when they begin attending tutorial services in order to determine the areas they are struggling in. Teachers will provide the students with additional support in those areas in order to remediate. Students will be given mini-assessments through CORE K12 in order to track their progress in all subject areas. At the end of the year students will be given a post test in order to determine their overall growth.

**Who is responsible for monitoring implementation of this strategy?**

The Title I tutorial director, Ms. Lambrou, is responsible for collecting and analyzing the data in order to ensure the strategies being used are effective.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Terrence Narinesingh, Ed. S.	Assistant Principal
Monique Lambrou	ELA/Reading Teacher
Jackie Major	ELA/Reading Teacher
Renee Jackson	ELA/Reading Teacher
Candice Heyner	Social Science/Reading Teacher
Alonzo Jefferson	Social Science/Reading Teacher

**How the school-based LLT functions**

The Literacy Leadership Team will work together to encourage a literate climate and support effective teaching and learning. We will meet every two weeks for one hour in order to discuss strategies and techniques we can use in order to build competent readers and writers.

**Major initiatives of the LLT**

Initiative #1: The Literacy Leadership Team will implement a Drop Everything and Read (D.E.A.R.) initiative. Every student and staff member on the campus will be required to read for 20 minutes per day. Additionally, they will have to respond to what they read by writing in their journal for 5 minutes.

Initiative #2: Students will be required to read at least two grade-level books each semester. This will be part of the exit criteria in order to leave South Intensive and attend a comprehensive school.

Initiative #3: Students will have the opportunity to use Nooks in their Language Arts classes in order to incorporate technology.

Initiative #4 Root Word Project: The Literacy Leadership Team will create a weekly PowerPoint that

focuses on one word root per week. Teachers will be asked to promote the weekly root in class using the PowerPoint, content-area materials, games, etc. The LLT coordinates school-wide assessments to track student progress and mastery.

## Every Teacher Contributes to Reading Instruction

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

South Intensive will ensure every teacher contributes to the reading improvement of every student by doing the following:

1. Set a reading goal for their students at the beginning of the year (i.e. 60% of my students will be proficient in reading, based on the results of the FY14 Florida Comprehensive Assessment Test).
2. Require all students to read for 20 minutes a day in periods 1 and 2 during D.E.A.R. time.
3. Complete online courses in order to fulfill the requirements and attain a Reading Endorsement and/or a ESOL Endorsement (for teachers who are not already Reading Endorsed or ESOL endorsed).
4. Analyze current reading and writing data during Learning Team Meetings (i.e. SRI, FAIR, Diagnostics, Palm Beach Performance Assessments).
5. Attend professional development workshops that focus on incorporating reading and writing strategies across all content areas.
6. Include a secondary reading benchmark when writing and submitting lesson plans in all subject areas.

## Preschool Transition

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

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

## 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

Middle and high school students have the opportunity to take elective courses through Florida Virtual School that are of interest to them and can help prepare them for the future.

Teachers are required to submit lesson plans that include real world applications and connections. Students will be assessed on how they apply real world applications. They will also have the opportunity to participate in classroom simulations that increase their knowledge of the future and the real world. Students will practice consumer and household skills such as balancing a checkbook, participating in a job interview, dressing for success, paying bills, preparing a budget, etc.

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

South Intensive will offer two college and career days in FY14, inviting workers from various vocations and different college representatives to give students options and ideas for career path choices.

The Guidance Counselor will have a individual conference with each student upon their arrival to South Intensive in order to discuss academic and career planning. The Guidance Counselor is available for all students to discuss career goals and choices.

### Strategies for improving student readiness for the public postsecondary level

Strategy #1: We will offer rigorous curriculum, courses, and assessments in order to improve college readiness. SpringBoard® will be used in middle school and high school in the math and language arts classes. SpringBoard® is the foundational component for the College Board's College Readiness System, offering a proven Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

Strategy #2: The Edgenuity Lab and the Florida Virtual School Lab will be open Monday-Thursday to all students from 1:30 p.m. - 2:30 p.m. This will give high school students the opportunity to earn the required credits they need in order to graduate and move on to postsecondary education.

## 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	24%	11%	No	32%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	21%	6%	No	29%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		0%

**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)		<i>[data excluded for privacy reasons]</i>	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	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.		<i>[data excluded for privacy reasons]</i>	20%

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

**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	28%	19%	No	36%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	25%	11%	No	33%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	0%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	0%

**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.		<i>[data excluded for privacy reasons]</i>	20%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	70%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	20%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%



**High Schools**

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

**Area 6: Career and Technical Education (CTE)**

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

**Area 7: Social Studies**

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

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

**Civics End-of-Course (EOC) Assessment**

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

**Area 8: Early Warning Systems**

## High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	48%	20%
Students in ninth grade with one or more absences within the first 20 days	6	60%	20%
Students in ninth grade who fail two or more courses in any subject	5	63%	20%
Students with grade point average less than 2.0	15	72%	20%
Students who fail to progress on-time to tenth grade	4	50%	20%
Students who receive two or more behavior referrals	7	33%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	29%	15%

## Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	12	24%	10%
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)	1	8%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	3	25%	25%

## 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

South Intensive Transition is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

South Intensive agrees to do the following in order to strive for parental involvement:

1. South Intensive will work closely with parents, students, and staff to create a school-parent compact. Every student's family will receive a written copy of this compact to sign.
2. Surveys, parent involvement meetings, face-to-face communications, email and website feedback will give parents the opportunity to help the school make decisions about the spending of Parent Involvement funds, the creation of the Parent Involvement Plan which will be distributed to all families

in the fall and to new families as they enroll, and the review of the school-wide Title I program.

3. South Intensive will hold an annual Title I orientation meeting to inform parents of Title I programs, requirements, ways the school will provide for parent involvement, and parents rights. This meeting will includes school wide test results and notification of teacher and paraprofessional qualifications.

4. South Intensive will host parent involvement trainings and workshops to provide resources, guest speakers, and materials on subjects like parenting, and literacy at home.

5. Conferences will help parents understand the academic content standards and help parents

Palm Beach - 3046 - South Area Secondary Intensive Transition - FDOE SIP 2013-14

Page 20 of 78 <https://www.flshiponline.com> Last Modified: 10/30/2013 educate their students at home and improve achievement. Continued communication between

parents and staff will help students' work at home become more independent and purposeful.

6. South Intensive will give information in a format and language that parents can understand by providing Spanish and Creoles translations of newsletters, district policies and procedures, conference information, and important school/home information. Additionally, we have Spanish and Creoles interpreters and translators at school and during school events.

7. Parents will be invited to Open House/Curriculum Night workshops and classroom observations and be made aware of diverse volunteering opportunities.

8. A Parent University (Parent Resource Center) with learning materials and supplies will be available for checkout to parents.

9. Teachers and parents will meet at least once per year, at convenient times for both parties, for an individual conference to discuss the student's individual progress and test results and to suggest how to support the student's learning at school and at home.

10. Partnerships will be developed with community based organizations and businesses to provide support and programs for students and their families.

11. Additional assistance or accommodations will be provided by the School District of Palm Beach County.

Evaluation:

All agendas of parent meetings, sign in sheets, conference logs, SAC minutes reflecting parent participation and attendance, completion of the School-Parent Compact, completion of the Parental Involvement School Policy/Plan, and completion of the Parental Involvement section of the School Improvement Plan

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By the end of the 2013-2014 year, we will increase our number of parent volunteers at South Intensive in order to assist in raising student achievement	5	5%	25%
By end of the 2013-2014 school year, every parent will have at least two conferences with their child's classroom teachers and/or administration	20	20%	100%
By the end of 2013-2014 school year, the majority of parents will have attended at least 2 school-based events as evidenced in a parent survey and reports from schools.	20	20%	75%
By end of 2013-2014 school year, the majority of parents will attend 1-2 workshops/year designed to build capacity of parents to support their child's learning.	15	15%	75%

**Area 10: Additional Targets**

**Additional targets for the school**

South Intensive will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

1. History of Holocaust
2. History of Africans and African Americans
3. Hispanic Contributions
4. Women's Contributions
5. Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
By the end of FY14 all students will understand what the Holocaust was, as well as how, when, where, and why the Holocaust occurred.	25	25%	100%
By the end of FY14 all students will demonstrate knowledge of the major developments in African and African American people's experiences.	25	25%	100%
By the end of FY14 all students will demonstrate knowledge of the contributions of Hispanic Americans to the United States.	25	25%	100%
By the end of FY14 all students will demonstrate knowledge of the contributions of women to the United States.	25	25%	100%
By the end of FY14 all students will demonstrate knowledge of the sacrifices of veterans.	25	25%	100%

## Goals Summary

- G1.** The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.
- G2.** At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth.
- G3.** At least 50% of students will receive a score of 3 or higher on the U.S. History End-of-Course Assessment.
- G4.** At least 50% of students will receive a score of 3 or higher on the Geometry End-of-Course Assessment.
- G5.** At least 70% of students will receive a score of 3 or higher on the Algebra End-of-Course Assessment.
- G6.** At least 50% of students will receive a score of 3 or higher on the Biology End-of-Course Assessment.
- G7.** At least 70% of students will receive a 3.5 or higher on the Florida Comprehensive Assessment Test 2.0 in Writing.
- G8.** At least 30% of seventh grade students will receive a 3 or higher on the Civics End-of-Course Assessment.
- G9.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Science.
- G10.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Math.
- G11.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.

## Goals Detail

**G1.** The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

**Targets Supported**

- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Civics EOC
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Professional Development Opportunities offered by the School District of Palm Beach County and the Florida Department of Education.
- Access to TrainU and the FY14 Common Core Modules for Middle School and High School.
- Professional Development Days which will be dedicated to conducting Common Core State Standards professional development workshops within our school. Teachers will take advantage of this time in order to ask questions and collaborate with each other.

**Targeted Barriers to Achieving the Goal**

- Lack of adequate technology available to students
- Limited time for professional development and limited opportunities for teachers to plan and collaborate together.

**Plan to Monitor Progress Toward the Goal**

Teachers will incorporate technology in the classroom in order to fully implement the Common Core State Standards.

**Person or Persons Responsible**

Classroom teachers, Administration, and Department Instructional Leaders.

**Target Dates or Schedule:**

Ongoing throughout the 2013-2014 school year.

**Evidence of Completion:**

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

**G2.** At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parents will have the opportunity to visit and check out materials from the Parent University (Parent Resource Center).
- Part of the Title I Budget will be allocated for parent involvement activities and resources.
- Parent Workshops will be held throughout the school year.
- The Title I Parental Involvement Coordinator will make frequent contact with parents in order to inform them of parent workshops and other parental involvement activities being offered.

**Targeted Barriers to Achieving the Goal**

- Parents do not have means to reliable transportation in order to attend parental involvement opportunities at the school and the majority of parents do not have ongoing communication with school personnel.

**Plan to Monitor Progress Toward the Goal**

Parents will be provided with transportation in order to attend parental involvement meetings, workshops, and activities.

**Person or Persons Responsible**

Administration and the Title I Parental Involvement Coordinator

**Target Dates or Schedule:**

Throughout the 2013-2014 school year.

**Evidence of Completion:**

By the end of FY14, at least 75% of parents will visit the Parent University (Parent Resource Center). Student behavior, attendance, and academics will improve as a result.

**G3.** At least 50% of students will receive a score of 3 or higher on the U.S. History End-of-Course Assessment.

**Targets Supported**

- U.S. History EOC

**Resources Available to Support the Goal**

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers and students will have access to Discovery Education which is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments and helps to bring social studies alive.
- Students will utilize reading materials related to U.S. History during Drop Everything and Read time.
- Teachers will develop Instructional Focus Calendars for U.S. History classes based on the results of CORE K12 assessments.
- All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs for all content areas that contain rigorous, research-based content delivered by highly qualified teachers.
- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m. Students can receive extra practice and support during this time.

**Targeted Barriers to Achieving the Goal**

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.



## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used, students will have access to virtual tutors through Edgenuity, a SwPBS system will be implemented, and student academic progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 50% of students will receive a score of 3 or higher on the U.S. History End-of-Course Assessment.

**G4.** At least 50% of students will receive a score of 3 or higher on the Geometry End-of-Course Assessment.

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers will develop Instructional Focus Calendars for Geometry based on the results of Diagnostics and CORE K12 assessments.
- Teachers and students will have access to Geometry End-or-Course Assessment test preparation materials.
- All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs across all content areas that contain rigorous, research-based content delivered by highly qualified teachers.
- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m. Students can receive extra practice and support during this time.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the Geometry classes, and student progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 50% of students will receive a score of 3 or higher on the Geometry End-of-Course Assessment.

**G5. At least 70% of students will receive a score of 3 or higher on the Algebra End-of-Course Assessment.**

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers will develop Instructional Focus Calendars for Algebra 1 based on the results of Diagnostics and CORE K12 assessments.
- Teachers and students will have access to Algebra 1 End-of-Course Assessment test preparation materials.
- All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs for all content areas that contain rigorous, research-based content delivered by highly qualified teachers.
- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m. Students can receive extra practice and support during this time.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the Algebra 1 classes, and student progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 70% of students will receive a score of 3 or higher on the Algebra End-of-Course Assessment.

**G6.** At least 50% of students will receive a score of 3 or higher on the Biology End-of-Course Assessment.

### Targets Supported

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers will develop Instructional Focus Calendars for Biology based on the results of Diagnostics and CORE K12 assessments.
- The Science Department has a budget of \$500 they can use to buy materials and supplies needed for special projects, labs, and experiments.
- Teachers and students will have access to Biology End-of-Course Assessment test preparation materials.
- Teachers and students will have access to Discovery Education which is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments and helps to bring science alive.
- All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs for all content areas that contain rigorous, research-based content delivered by highly qualified teachers.
- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m. Students can receive extra practice and support during this time.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the science classes, a SwPBS system will be implemented, and student academic progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 50% of students will receive a score of 3 or higher on the Biology End-of-Course Assessment.

**G7.** At least 70% of students will receive a 3.5 or higher on the Florida Comprehensive Assessment Test 2.0 in Writing.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Language Arts teachers will utilize the mini-lessons and resources available through Learning Village in order to offer students support with the FCAT 2.0 Writing Assessment.
- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m. Students can receive extra practice and support in writing during this time.
- Teachers will utilize the SpringBoard Writing Workshops and strategies in order to prepare a greater diversity of students for success in AP, college and beyond.
- Teachers will develop a School-wide Writing Plan which will require students to practice writing skills and strategies across all content areas.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the science classes, a SwPBS system will be implemented, and student academic progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 70% of students will score a 3.5 or higher on the FCAT 2.0 Writing.

**G8.** At least 30% of seventh grade students will receive a 3 or higher on the Civics End-of-Course Assessment.

### Targets Supported

- Civics EOC

### Resources Available to Support the Goal

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers and students will have access to Discovery Education which is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments and helps to bring social studies alive.
- Students will utilize reading materials related to social studies during Drop Everything and Read time. Reading materials include biographies and graphic novels.
- Teachers will develop Instructional Focus Calendars for social studies classes based on the results of CORE K12 assessments.
- Teachers will incorporate SpringBoard into the civics curriculum in order to prepare a greater diversity of students for success in AP, college and beyond.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the civics classes, a SwPBS system will be implemented, and student academic progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

At least 30% of seventh grade students will receive a 3 or higher on the Civics End-of-Course Assessment in FY14.

**G9.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Science.

### Targets Supported

- Science - Middle School

### Resources Available to Support the Goal

- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Teachers and students will have access to Pearson Success Net which gives students access to online textbooks as well as other study materials. There are also online tests and virtual labs available to students.
- Teachers will develop Instructional Focus Calendars for science classes based on the results of Diagnostics and CORE K12 assessments.
- Teachers and students will have access to Discovery Education which is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments and helps to bring science alive.
- The Science Department has a budget of \$500 they can use to buy materials and supplies needed for special projects, labs, and experiments.
- Students will utilize reading materials related to science during Drop Everything and Read time. Reading materials include biographies, science fiction novels, and graphic novels.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the science classes, a SwPBS system will be implemented, and student academic progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

There will be an increase in the percentage of students who will score a level 3 or higher on the FCAT 2.0 Science in FY14, when compared to FY13.

**G10.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Math.

### Targets Supported

#### Resources Available to Support the Goal

- All students will be offered the opportunity to attend the Title I Enrichment Lab as an extension to the regular school day. The Title I Enrichment Lab will be open Monday - Thursday from 1:30 p.m. - 2:30 p.m.
- Teachers will utilize SpringBoard curriculum and strategies in the middle school math classes in order to prepare a greater diversity of students for success in AP, college and beyond.
- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks. Teachers will use assessment results in order to track student academic performance.
- Math teachers will develop Instructional Focus Calendars that will be based on the results of Diagnostics and CORE K12 assessments.
- Middle school math teachers will use V-Math and TransMath curriculum in the Intensive Math classes in order to meet the rigorous expectations of the Common Core State Standards.

#### Targeted Barriers to Achieving the Goal

- Student mobility and attendance is a challenge.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0 . Additionally, students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.



## Plan to Monitor Progress Toward the Goal

Student attendance will be monitored, rigorous curriculum will be used in the math classes, and students progress will be tracked.

### Person or Persons Responsible

Administrators, Truancy Team, Title I Tutorial Coordinator, SwPBS Team, Title I Parent Involvement Coordinator, and classroom teachers.

### Target Dates or Schedule:

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, SwPBS Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### Evidence of Completion:

There will be an increase in the percentage of students who will score a level 3 or higher on the FCAT 2.0 Math in FY14, when compared to FY13.

**G11.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.

## Targets Supported

### Resources Available to Support the Goal

- Students will utilize the Nooks during Drop Everything and Read (D.E.A.R.) which have been proven to improve student performance and increase engagement.
- Teachers will utilize SpringBoard curriculum and strategies in Reading and Language Arts in order to prepare a greater diversity of students for success in AP, college and beyond.
- Teachers will utilize CORE K12 in order to assess students on a weekly basis on specific benchmarks in all content areas. Teachers will use assessment results in order to track student academic performance.
- Teachers will develop Instructional Focus Calendars for Reading and Language Arts classes based on the results of Diagnostics and CORE K12 assessments.
- Middle school teachers will use Read180 curriculum in the Intensive Reading classes in order to meet the rigorous reading and writing expectations of the Common Core State Standards.
- High school teachers will use the EDGE curriculum in the Intensive Reading classes in order to meet the rigorous reading and writing expectations of the Common Core State Standards.

### Targeted Barriers to Achieving the Goal

- Student mobility and attendance.
- Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0.
- Students do not always comprehend new knowledge with traditional approaches to learning.
- Students have a history of discipline and were previously removed from their home school.



## Plan to Monitor Progress Toward the Goal

Student Attendance will be monitored, rigorous curriculum will be used in the Intensive Reading and Language Arts classes, and students progress will be tracked.

### **Person or Persons Responsible**

Administrators, Truancy Team, Title I Tutorial Coordinator, Title I Parent Involvement Coordinator, and classroom teachers.

### **Target Dates or Schedule:**

Progress will be monitored during the 2013-2014 school year during Truancy Team Meetings, Parent Workshops, School-Based Team Meetings, Learning Team Meetings, Literacy Leadership Team Meetings, and CORE K12 Online Professional Development and Collegial Planning.

### **Evidence of Completion:**

There will be an increase in the percentage of students who will score a level 3 or higher on the FCAT 2.0 Reading in FY14, when compared to FY13.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

**G1.B1** Lack of adequate technology available to students

**G1.B1.S1** Title I funding will be used to purchase iPads, laptops, and Nooks in order to promote student achievement.

#### **Action Step 1**

Title I funding will be used in order to purchase a variety of technology equipment that can be used in the classroom to promote student growth and academic achievement.

#### **Person or Persons Responsible**

Mr. Narinesingh, Title I Contact and Assistant Principal

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

All purchases will be documented in the FY14 Title I Budget

#### **Action Step 2**

Title I funding will be used in order to purchase a variety of technology equipment that can be used in the classroom to promote student growth and academic achievement.

#### **Person or Persons Responsible**

Mr. Narinesingh, Title I Contact and Assistant Principal

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

All purchases will be documented in the FY14 Title I Budget.

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

Teachers will infuse the use of technology in the classroom in order to promote student achievement.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence will be documented in iObservation feedback reports and teacher lesson plans.

### **Plan to Monitor Effectiveness of G1.B1.S1**

The use of technology in the classroom and increased opportunities for Professional Development and Collaborative Planning will help teachers fully implement the Common Core State Standards in the English Language Arts and Mathematics classrooms.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence will be documented in teacher lesson plans, iObservation Reports, and the Title I Budget.

**G1.B2** Limited time for professional development and limited opportunities for teachers to plan and collaborate together.

**G1.B2.S1** Increase professional development opportunities and allow more time for teachers to collaborate and discuss the Common Core State Standards.

**Action Step 1**

Teachers will attend Common Core State Standards professional development workshops.

**Person or Persons Responsible**

The workshops will be facilitated by the Professional Development Team.

**Target Dates or Schedule**

Professional Development Days throughout the 2013-2013 school year.

**Evidence of Completion**

Professional Development agendas and sign-in sheets will serve as evidence. Instructional staff will also be required to complete follow up activities and assignments in order to receive in-service points.

**Facilitator:**

Professional Development Team

**Participants:**

Instructional Staff Members

**Action Step 2**

Common Core State Standards Collegial Planning and Professional Development

**Person or Persons Responsible**

All classroom teachers will attend Collegial Planning and Professional Development opportunities. Department Instructional Leaders and the Professional Development Team will facilitate.

**Target Dates or Schedule**

Collegial Planning will take place on a biweekly basis throughout the 2013-2014 school year.

**Evidence of Completion**

Evidence will be documented in meeting agendas, sign-in sheets, and minutes from the meeting.

### **Action Step 3**

Teachers will attend Collegial Planning every two weeks in order to discuss the implementation of the Common Core State Standards.

#### **Person or Persons Responsible**

The Department Instructional Leaders will facilitate Collegial Planning sessions.

#### **Target Dates or Schedule**

Collegial Planning will occur every two weeks throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence will be documented on sign-in sheets, meeting agendas, and minutes from the meeting.

#### **Facilitator:**

Department Instructional Leaders

#### **Participants:**

All classroom teachers

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

Instructional staff will participate in ongoing professional development in order to gain a better understanding of how to effectively implement the Common Core State Standards in their classrooms.

#### **Person or Persons Responsible**

The Professional Development Team will provide professional development workshops.

#### **Target Dates or Schedule**

Professional Development Days throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence will be documented on Professional Development Day meeting agendas and sign-in sheets. Teachers will also be required to complete follow-up activities and assignments as evidence.

## Plan to Monitor Effectiveness of G1.B2.S1

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Throughout the 2013-2014 school year when they conduct Classroom walkthroughs, Formal Observations, and Informal Observations.

### Evidence of Completion

Evidence of the implementation of the Common Core State Standards will be in iObservation Feedback Reports.

**G2.** At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth.

**G2.B1** Parents do not have means to reliable transportation in order to attend parental involvement opportunities at the school and the majority of parents do not have ongoing communication with school personnel.

**G2.B1.S1** The school will provide a variety of opportunities to parents so they can have the opportunity to visit their child's school and participate in school events. The Title I Parental Involvement Coordinator will make frequent contact with parents and the school will provide parents with transportation if needed.

### Action Step 1

The Title I Parent Involvement Coordinator will serve as the liaison between school and parents and will also educate teachers and staff on how to communicate and work effectively with parents as equal partners. Additionally the Title I Parent Involvement Coordinator will expand opportunities for continued learning, voluntary community service, develop community collaborations, promote sharing of power with parents as decision-makers, help parents understand the educational system so they can become better advocates for their children's education and maintain the Parent University (Parent Resource Center).

### Person or Persons Responsible

Mr. Allen James, Title I Parent Involvement Coordinator

### Target Dates or Schedule

Ongoing, throughout the 2013-2014 school year.

### Evidence of Completion

By the end of FY14, At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth. Evidence will be documented on Parent University Visitor Logs, Parent Volunteer Forms, SAC Sign-in Sheets, and Parent Workshop Attendance Logs.

## **Action Step 2**

Parents will be provided with transportation in order to visit the Parent University and participate in school activities and events.

### **Person or Persons Responsible**

Title I Parent Involvement Coordinator

### **Target Dates or Schedule**

The Title I Parent Involvement Coordinator will notify parents throughout the 2013-2014 school year.

### **Evidence of Completion**

The Title I Parent Involvement Coordinator will document when he makes contact with parents.

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

There will be an increase of parents who attend parental involvement activities such as parent workshops, parent conferences, SAC meetings, and visit the Parent University.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

### **Evidence of Completion**

Parent involvement will be documented in sign-in sheets, parent visitor logs, and conference notes.

## **Plan to Monitor Effectiveness of G2.B1.S1**

Student behavior, attendance, and academics will improve as a result of increased parental involvement.

### **Person or Persons Responsible**

Title I Parent Involvement Coordinator

### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

### **Evidence of Completion**

Student behavior, attendance, and academics will improve on reports derived from EDW and terms.

**G3.** At least 50% of students will receive a score of 3 or higher on the U.S. History End-of-Course Assessment.

**G3.B1** Student mobility and attendance is a challenge.

**G3.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

**Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

**Person or Persons Responsible**

Classroom teachers and BIAs.

**Target Dates or Schedule**

When a student misses more than three days of school.

**Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

**Person or Persons Responsible**

The Truancy Team

**Target Dates or Schedule**

The Truancy Team will meet once a week.

**Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).



### Plan to Monitor Effectiveness of G3.B1.S1

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Progress will be monitored during the Truancy Team meetings.

#### Evidence of Completion

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G3.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-or-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G3.B2.S1** All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs across all content areas that contain rigorous, research-based content delivered by highly qualified teachers.

#### Action Step 1

All student will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction.

#### Person or Persons Responsible

Mr. Narinesingh, Assistant Principal

#### Target Dates or Schedule

Before October 1, 2013

#### Evidence of Completion

All students will be enrolled in a Edgenuity Virtual Lab.

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

Students will be exposed to robust content delivered by interactive, media-rich instruction and experienced, certified teachers. They will complete coursework on a daily basis.

#### **Person or Persons Responsible**

Mrs. Green, Lab Manager

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

Student data and progress will be monitored by using the Edgenuity Data Dashboard.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Students will experience academic growth through the support of having a Edgenuity Virtual tutor.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

At least 50% of students will receive a score of 3 or higher on the U.S. History End-of-Course Assessment.

**G3.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G3.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Action Step 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

**Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

**Target Dates or Schedule**

The SwPBS Team will establish a Positive Behavior Support System during the first month of FY14.

**Evidence of Completion**

Behavior matrix will be posted and SwPBS meetings will be documented in meeting agendas and sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

**Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

**Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

**Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### Plan to Monitor Effectiveness of G3.B3.S1

The SWPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### Person or Persons Responsible

Terrence Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### Target Dates or Schedule

Data will be reviewed every two weeks throughout the 2013-2014 school year.

#### Evidence of Completion

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

### G4. At least 50% of students will receive a score of 3 or higher on the Geometry End-of-Course Assessment.

#### G4.B1 Student mobility and attendance is a challenge.

**G4.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

#### Action Step 1

Classroom teachers and BIAs will work together to improve student attendance.

#### Person or Persons Responsible

Classroom teachers and BIAs.

#### Target Dates or Schedule

When a student misses more than three days of school.

#### Evidence of Completion

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

#### **Person or Persons Responsible**

The Truancy Team

#### **Target Dates or Schedule**

The Truancy Team will meet once a week.

#### **Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

### **Plan to Monitor Effectiveness of G4.B1.S1**

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

#### **Person or Persons Responsible**

Administration, BIAs.

#### **Target Dates or Schedule**

Progress will be monitored during the Truancy Team meetings.

#### **Evidence of Completion**

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G4.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G4.B2.S1** All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs across all content areas that contain rigorous, research-based content delivered by highly qualified teachers.

**Action Step 1**

All student will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction.

**Person or Persons Responsible**

Terrence Narinesingh, Assistant Principal

**Target Dates or Schedule**

Before October 1, 2013

**Evidence of Completion**

All students will have access to a Edgenuity Virtual Tutor.

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

Students will be exposed to robust content delivered by interactive, media-rich instruction and experienced, certified teachers. They will complete coursework on a daily basis.

**Person or Persons Responsible**

Joan Green, Lab Manager

**Target Dates or Schedule**

Throughout the 2013-2014 school year.

**Evidence of Completion**

Student data and progress will be monitored by using the Edgenuity Data Dashboard.

## Plan to Monitor Effectiveness of G4.B2.S1

Students will experience academic growth after completing coursework through the Edgenuity Virtual Lab.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Throughout the 2013-2014 school year.

### Evidence of Completion

At least 50% of students will receive a score of 3 or higher on the Geometry End-of-Course Assessment.

**G4.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G4.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

### Action Step 1

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

### Person or Persons Responsible

The members of the School-wide Positive Behavior Support Team.

### Target Dates or Schedule

The SwPBS Team will establish a Positive Behavior Support System during the first month of FY14.

### Evidence of Completion

Behavior expectations will be posted and SwPBS meetings will be documented in meeting agendas and sign-in sheets.

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

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

#### **Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

#### **Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

#### **Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G4.B3.S1**

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Terrence Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

Data will be reviewed every two weeks throughout the 2013-2014 school year.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.



**G5.** At least 70% of students will receive a score of 3 or higher on the Algebra End-of-Course Assessment.

**G5.B1** Student mobility and attendance is a challenge.

**G5.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

**Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

**Person or Persons Responsible**

Classroom teachers and BIAs.

**Target Dates or Schedule**

When a student misses more than three days of school.

**Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

**Person or Persons Responsible**

The Truancy Team

**Target Dates or Schedule**

The Truancy Team will meet once a week.

**Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

### Plan to Monitor Effectiveness of G5.B1.S1

The Truancy Team Facilitator, Renee Jackson, will monitor that the Truancy Team is effective in improving student attendance.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Progress will be monitored during the Truancy Team meetings.

#### Evidence of Completion

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G5.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G5.B2.S1** All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs across all content areas that contain rigorous, research-based content delivered by highly qualified teachers.

#### Action Step 1

All student will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction.

#### Person or Persons Responsible

Terrence Narinesingh, Assistant Principal

#### Target Dates or Schedule

Before October 1, 2013

#### Evidence of Completion

All students will have access to a Edgenuity Virtual Tutor.

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

Students will be exposed to robust content delivered by interactive, media-rich instruction and experienced, certified teachers. They will complete coursework on a daily basis.

#### **Person or Persons Responsible**

Joan Green, Lab Manager

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

Student data and progress will be monitored by using the Edgenuity Data Dashboard.

### **Plan to Monitor Effectiveness of G5.B2.S1**

Students will experience academic growth after completing coursework through the Edgenuity Virtual Lab.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Throughout the 2013-2014 school year.

#### **Evidence of Completion**

At least 70% of students will receive a score of 3 or higher on the Algebra End-of-Course Assessment.

**G5.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G5.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Action Step 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

**Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

**Target Dates or Schedule**

The SwPBS Team will establish a Positive Behavior Support System during the first month of FY14.

**Evidence of Completion**

Behavior matrix will be posted and SwPBS meetings will be documented in meeting agendas and sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G5.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

**Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

**Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

**Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G5.B3.S1**

The SWPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Terrence Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

Data will be reviewed every two weeks throughout the 2013-2014 school year.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G6.** At least 50% of students will receive a score of 3 or higher on the Biology End-of-Course Assessment.

**G6.B1** Student mobility and attendance is a challenge.

**G6.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

#### **Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

#### **Person or Persons Responsible**

Classroom teachers and BIAs.

#### **Target Dates or Schedule**

When a student misses more than three days of school.

#### **Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

#### **Person or Persons Responsible**

The Truancy Team

#### **Target Dates or Schedule**

The Truancy Team will meet once a week.

#### **Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

### **Plan to Monitor Effectiveness of G6.B1.S1**

The Truancy Team Facilitator, Renee Jackson, will monitor that the Truancy Team is effective in improving student attendance.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Progress will be monitored during the Truancy Team meetings.

#### **Evidence of Completion**

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G6.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G6.B2.S1** All students will have access to a Edgenuity Virtual Tutor in order to receive more time for one-on-one and small-group instruction. Edgenuity offers online learning programs across all content areas that contain rigorous, research-based content delivered by highly qualified teachers.

**Action Step 1**

All students will have access to a virtual tutor through Edgenuity in order to receive more time for one-on-one and small-group instruction.

**Person or Persons Responsible**

Terrence Narinesingh, Assistant Principal

**Target Dates or Schedule**

Before October 1, 2013

**Evidence of Completion**

All students will have education support through Edgenuity.

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

Students will be exposed to robust content delivered by interactive, media-rich instruction and experienced, certified teachers. They will complete coursework on a daily basis.

**Person or Persons Responsible**

Joan Green, Lab Manager

**Target Dates or Schedule**

Throughout the 2013-2014 school year.

**Evidence of Completion**

Student data and progress can be retrieved from the Edgenuity Data Dashboard.

## Plan to Monitor Effectiveness of G6.B2.S1

Students will experience academic growth after completing coursework through the Edgenuity Virtual Lab.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Throughout the 2013-2014 school year.

### Evidence of Completion

At least 50% of students will receive a score of 3 or higher on the Biology End-of-Course Assessment.

**G6.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G6.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

### Action Step 1

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

### Person or Persons Responsible

The members of the School-wide Positive Behavior Support Team.

### Target Dates or Schedule

The SwPBS Team will establish a Positive Behavior Support System during the first month of FY14.

### Evidence of Completion

Behavior expectations will be posted and SwPBS meetings will be documented in meeting agendas and sign-in sheets.



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

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

#### **Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

#### **Target Dates or Schedule**

Ms. Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

#### **Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G6.B3.S1**

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Mr. Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

Mr. Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G7.** At least 70% of students will receive a 3.5 or higher on the Florida Comprehensive Assessment Test 2.0 in Writing.

**G7.B1** Student mobility and attendance is a challenge.

**G7.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

**Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

**Person or Persons Responsible**

Classroom teachers and BIAs.

**Target Dates or Schedule**

When a student misses more than three days of school.

**Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

**Person or Persons Responsible**

The Truancy Team

**Target Dates or Schedule**

The Truancy Team will meet once a week.

**Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

## Plan to Monitor Effectiveness of G7.B1.S1

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Progress will be monitored during the Truancy Team meetings.

### Evidence of Completion

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G7.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G7.B2.S1** Teachers will utilize the SpringBoard Writing Workshops in order to challenge students and prepare students for success in AP, college, and beyond.

### Action Step 1

Teachers will use the SpringBoard® curriculum in the Language Arts and Intensive Reading classes.

### Person or Persons Responsible

Monique Lambrou, Jackie Major, and Renee Jackson

### Target Dates or Schedule

Language Arts teachers will use the SpringBoard® Writing Workshops throughout the 2013-2014 school year.

### Evidence of Completion

Teachers will create SpringBoard® Portfolios at the end of the school year. Student work will also serve as evidence. Evidence will also be documented in teacher lesson plans.

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

Department Instructional Leaders will monitor that the SpringBoard® Writing Workshops are being used effectively in Language Arts classes in order to prepare students for the FCAT 2.0 Writes.

#### **Person or Persons Responsible**

Department Instructional Leaders

#### **Target Dates or Schedule**

Department Instructional Leaders will monitor for effectiveness when they meet with teachers during Collegial Planning on a biweekly basis.

#### **Evidence of Completion**

Evidence will be documented meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G7.B2.S1**

Administration will monitor that the SpringBoard® Writing Workshops are being used effectively in the Language Arts classes in order to prepare students for the FCAT 2.0 Writes.

#### **Person or Persons Responsible**

Terrence Narinesingh and Voncia Haywood

#### **Target Dates or Schedule**

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs, (CWTs), Formal Observations, and Informal Observations.

#### **Evidence of Completion**

Evidence will be documented in iObservation.

**G7.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G7.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Action Step 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

**Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

**Target Dates or Schedule**

The SwPBS Team will meet 8 times throughout the 2013-2014 school year.

**Evidence of Completion**

Evidence will be documented on meeting agendas and sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G7.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

**Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

**Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

**Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G7.B3.S1**

The SWPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Terrence Narinesingh, School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

Once per month throughout the 2013-2014 school year.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G8.** At least 30% of seventh grade students will receive a 3 or higher on the Civics End-of-Course Assessment.

**G8.B1** Student mobility and attendance is a challenge.

**G8.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

#### **Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

#### **Person or Persons Responsible**

Classroom teachers and BIAs.

#### **Target Dates or Schedule**

When a student misses more than three days of school.

#### **Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

#### **Person or Persons Responsible**

The Truancy Team

#### **Target Dates or Schedule**

The Truancy Team will meet once a week.

#### **Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

### **Plan to Monitor Effectiveness of G8.B1.S1**

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Progress will be monitored during the Truancy Team meetings.

#### **Evidence of Completion**

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G8.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on End-of-Course Assessments. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G8.B2.S1** Teachers will utilize Discovery Education in order improve teaching and learning for students by transforming traditional classrooms into engaging digital learning environments.

### **Action Step 1**

Civics teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond.

#### **Person or Persons Responsible**

Alonzo Jefferson and Allen James

#### **Target Dates or Schedule**

Civics teachers will utilize interactive technology throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence of student learning through interactive technology will be documented in teacher lesson plans.

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

Department Instructional Leaders will monitor that interactive technology s being used effectively in civics classes in order to challenge students and transform traditional classrooms into engaging digital learning environments.

#### **Person or Persons Responsible**

Department Instructional Leaders

#### **Target Dates or Schedule**

Department Instructional Leaders will monitor for effectiveness when they meet with teachers during Collegial Planning on a biweekly basis.

#### **Evidence of Completion**

Evidence will be documented meeting agendas and minutes.



## Plan to Monitor Effectiveness of G8.B2.S1

Administration will monitor that the interactive technology is being used effectively in the civics classes to improve student academic growth.

### Person or Persons Responsible

Terrence Narinesingh and Voncia Haywood

### Target Dates or Schedule

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs (CWTs), Formal Observations, and Informal Observations.

### Evidence of Completion

Evidence will be documented in iObservation.

**G8.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G8.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

### Action Step 1

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

### Person or Persons Responsible

The members of the School-wide Positive Behavior Support Team.

### Target Dates or Schedule

The SwPBS Team will meet 8 times throughout the 2013-2014 school year.

### Evidence of Completion

Evidence will be documented on meeting agendas and sign-in sheets.

### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

#### **Person or Persons Responsible**

Monique Lambrou- School-wide Positive Behavior Support Team Chair

#### **Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

#### **Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G8.B3.S1**

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Terrence Narinesingh, School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

The team will meet monthly during SwPBS Tier 2 Meetings in order to determine if best practices are effective.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G9.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Science.

**G9.B1** Student mobility and attendance is a challenge.

**G9.B1.S2** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

**Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

**Person or Persons Responsible**

Classroom teachers and BIAs.

**Target Dates or Schedule**

When a student misses more than three days of school.

**Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

**Person or Persons Responsible**

The Truancy Team

**Target Dates or Schedule**

The Truancy Team will meet once a week.

**Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

## Plan to Monitor Effectiveness of G9.B1.S2

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Progress will be monitored during the Truancy Team meetings.

### Evidence of Completion

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G9.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0. Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G9.B2.S1** Teachers will utilize the Pearson Success Net and Discovery Education in order improve teaching and learning for students by transforming traditional classrooms into engaging digital learning environments.

### Action Step 1

Middle school math teachers will utilize interactive technology resources effectively in order to challenge students and prepare students for success in AP, college, and beyond.

### Person or Persons Responsible

Jay Osowiecku, Renee Jackson, and Ronnie Suddith

### Target Dates or Schedule

Science teachers will utilize interactive technology throughout the 2013-2014 school year.

### Evidence of Completion

Evidence of student learning through interactive technology will be documented in teacher lesson plans.

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

Department Instructional Leaders will monitor that interactive technology is being used effectively in science classes in order to challenge students and transform traditional classrooms into engaging digital learning environments.

#### **Person or Persons Responsible**

Department Instructional Leaders

#### **Target Dates or Schedule**

Department Instructional Leaders will monitor for effectiveness when they meet with teachers during Collegial Planning on a biweekly basis.

#### **Evidence of Completion**

Evidence will be documented meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G9.B2.S1**

Administration will monitor that the interactive technology is being used effectively in the science classes to improve student academic growth.

#### **Person or Persons Responsible**

Terrence Narinesingh and Voncia Haywood

#### **Target Dates or Schedule**

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs (CWTs), Formal Observations, and Informal Observations.

#### **Evidence of Completion**

Evidence will be documented in iObservation.

**G9.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G9.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Action Step 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

**Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

**Target Dates or Schedule**

The SwPBS Team will meet 8 times throughout the 2013-2014 school year.

**Evidence of Completion**

Evidence will be documented on meeting agendas and sign-in sheets.

**Plan to Monitor Fidelity of Implementation of G9.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

**Person or Persons Responsible**

Monique Lambrou, School-wide Positive Behavior Support Team Chair

**Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

**Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### Plan to Monitor Effectiveness of G9.B3.S1

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### Person or Persons Responsible

Terrence Narinesingh, School-wide Positive Behavior Support Team Internal Coach

#### Target Dates or Schedule

The team will meet monthly during SwPBS Tier 2 Meetings in order to determine if best practices are effective.

#### Evidence of Completion

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G10.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Math.

**G10.B1** Student mobility and attendance is a challenge.

**G10.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

#### Action Step 1

Classroom teachers and BIAs will work together to improve student attendance.

#### Person or Persons Responsible

Classroom teachers and BIAs.

#### Target Dates or Schedule

When a student misses more than three days of school.

#### Evidence of Completion

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

#### **Person or Persons Responsible**

The Truancy Team

#### **Target Dates or Schedule**

The Truancy Team will meet once a week.

#### **Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

### **Plan to Monitor Effectiveness of G10.B1.S1**

The Truancy Team Facilitator will monitor that the Truancy Team is effective in improving student attendance.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Progress will be monitored during the Truancy Team meetings.

#### **Evidence of Completion**

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.



**G10.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0 . Additionally, students do not always comprehend new knowledge with traditional approaches to learning.

**G10.B2.S1** Teachers will use SpringBoard® curriculum in the math classes. SpringBoard® is a component for the College Board's College Readiness System, offering a proven Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

### **Action Step 1**

Middle school math teachers will use SpringBoard® curriculum effectively in order to challenge students and prepare students for success in AP, college, and beyond.

#### **Person or Persons Responsible**

Mr. Lawson, Mr. James, and Mr. Suddith

#### **Target Dates or Schedule**

Math teachers will use the SpringBoard® curriculum throughout the 2013-2014 school year.

#### **Evidence of Completion**

Teachers will create SpringBoard® Portfolios at the end of the school year. Student work will also serve as evidence.

### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Department Instructional Leaders will monitor that the SpringBoard® curriculum is being used effectively in math classes in order to challenge students and prepare students for success in AP, college, and beyond.

#### **Person or Persons Responsible**

Department Instructional Leaders

#### **Target Dates or Schedule**

Department Instructional Leaders will monitor for effectiveness when they meet with teachers during Collegial Planning on a biweekly basis.

#### **Evidence of Completion**

Evidence will be documented meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G10.B2.S1**

Administration will monitor that the SpringBoard® curriculum is effective in challenging students and preparing students for success in AP, college, and beyond.

#### **Person or Persons Responsible**

Mr. Narinesingh and Dr. Haywood

#### **Target Dates or Schedule**

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs, (CWTs), Formal Observations, and Informal Observations.

#### **Evidence of Completion**

Evidence will be documented in iObservation.

**G10.B3** Students have a history of discipline and were previously removed from their home school and placed in an alternative setting.

**G10.B3.S1** South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

#### **Action Step 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline.

#### **Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

#### **Target Dates or Schedule**

The SwPBS Team will meet 8 times throughout the 2013-2014 school year.

#### **Evidence of Completion**

Evidence will be documented on meeting agendas and sign-in sheets.

### **Plan to Monitor Fidelity of Implementation of G10.B3.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage positive behavior and discourage unwanted behavior.

#### **Person or Persons Responsible**

Monique Lambrou, School-wide Positive Behavior Support Team Chair

#### **Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

#### **Evidence of Completion**

Evidence will be documented in SwPBS meeting agendas and minutes.

### **Plan to Monitor Effectiveness of G10.B3.S1**

The SwPBS Team will implement best practices for decreasing discipline issues on the campus in order to decrease student disciplinary action.

#### **Person or Persons Responsible**

Terrence Narinesingh- School-wide Positive Behavior Support Team Internal Coach

#### **Target Dates or Schedule**

The team will meet monthly during SwPBS Tier 2 Meetings in order to determine if best practices are effective.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

**G11.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.

**G11.B1** Student mobility and attendance.

**G11.B1.S1** The Truancy Team will communicate with parents on a regular basis. Phone calls will be made once students have missed more than seven days. Truancy letters will also be sent home as a follow-up.

**Action Step 1**

Classroom teachers and BIAs will work together to improve student attendance.

**Person or Persons Responsible**

Classroom teachers and BIAs.

**Target Dates or Schedule**

When a student misses more than three days of school.

**Evidence of Completion**

Phone Call Logs

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

Teachers will refer students to the Truancy Team. The Truancy Team will communicate with parents on a regular basis in order to improve student attendance.

**Person or Persons Responsible**

The Truancy Team

**Target Dates or Schedule**

The Truancy Team will meet once a week.

**Evidence of Completion**

Improved attendance will be evident on reports derived from the Educational Data Warehouse (EDW).

## Plan to Monitor Effectiveness of G11.B1.S1

The Truancy Team Facilitator, Renee Jackson, will monitor that the Truancy Team is effective in improving student attendance.

### Person or Persons Responsible

Administration.

### Target Dates or Schedule

Progress will be monitored during the Truancy Team meetings.

### Evidence of Completion

Student attendance reports will be derived from TERMS and EDW to document improvement in student attendance.

**G11.B1.S2** Increase parental involvement by having a Parent University (Parent Resource Center) on the campus. The Parent University will contain resources and materials parents can use in order to learn strategies and skills they can use to help their children. Additionally, we will increase parent involvement by having a FCAT Parent Night and Parent Workshops. We will also make sure all parents have Edline access so they can communicate with teachers and track their child's academic progress.

### Action Step 1

Encourage parents to utilize the Parent University (Parent Resource Center).

### Person or Persons Responsible

Administrators and Teachers

### Target Dates or Schedule

Parents can utilize the Parent University before 8:00 a.m., after 1:00 p.m., and on select Saturdays when Parent Workshops are offered.

### Evidence of Completion

Evidence will be documented on the Parent University Visitor Logs.

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

Mr. Allen James will review the Parent University Visit Logs in order to ensure that parents are utilizing the Parent Resource Center on regular basis in order to receive resources and information they can use to support their child at home.

#### **Person or Persons Responsible**

Mr. Allen James

#### **Target Dates or Schedule**

Allen James will monitor that parents are utilizing the Parent University weekly basis.

#### **Evidence of Completion**

Parent University Visitor Logs

### **Plan to Monitor Effectiveness of G11.B1.S2**

Administration will follow up with parents in order to ensure that access to the Parent University is effective in helping parents support their child's academic needs.

#### **Person or Persons Responsible**

Terrence Narinesingh

#### **Target Dates or Schedule**

Parents will be surveyed on a monthly basis.

#### **Evidence of Completion**

Evidence will be documented on parent surveys.

**G11.B1.S3** All students will have the opportunity to attend our Title I Enrichment Lab everyday after school from 1:30 p.m. - 2:30 p.m. to make up any work they may have missed.

### **Action Step 1**

Students will have the opportunity to utilize the Title I Enrichment Lab in order to extend the school day and offer additional opportunities to receive educational services. Students will receive a permission slip during the first week of school. Students will also be informed of incentives for attending.

#### **Person or Persons Responsible**

Monique Lambrou, Ronnie Suddith, and Michael Lawson

#### **Target Dates or Schedule**

Monday through Thursday from 1:30 p.m. to 2:30 p.m.

#### **Evidence of Completion**

Student attendance will be documented on the sign-in sheets each day they attend the Title I Enrichment Lab.

### **Plan to Monitor Fidelity of Implementation of G11.B1.S3**

The Title I Enrichment Lab will be monitored in order to ensure students are taking advantage of the additional educational services being offered.

#### **Person or Persons Responsible**

Ms. Monique Lambrou, Title 1 Tutorial Director Mr. Terrence Narinesingh, Title I School Contact

#### **Target Dates or Schedule**

Monique Lambrou and Terrence Narinesingh will review student attendance on a weekly basis in order to ensure students are taking advantage of this opportunity.

#### **Evidence of Completion**

Student attendance will be evident on Enrichment Lab daily sign-in sheets.

### **Plan to Monitor Effectiveness of G11.B1.S3**

Students will take advantage of the additional educational services being offered by attending the Title I Enrichment Lab.

#### **Person or Persons Responsible**

Monique Lambrou, Title I Tutorial Coordinator

#### **Target Dates or Schedule**

Monique Lambrou will check the Enrichment Lab attendance logs on a weekly basis.

#### **Evidence of Completion**

Student attendance will be documented on the Enrichment Lab attendance logs.

**G11.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0.

**G11.B2.S2** 1. Teachers will use SpringBoard®, the foundational component for the College Board's College Readiness System, offering a proven Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

#### **Action Step 1**

Language Arts teachers will participate in district training sessions and pacing workshops. They will receive all supporting documents and resources to implement the SpringBoard® curriculum in their classrooms.

#### **Person or Persons Responsible**

Monique Lambrou, Renee Jackson, and Jacqueline Major

#### **Target Dates or Schedule**

Ongoing throughout the 2013-2014 school year.

#### **Evidence of Completion**

Teachers will create a SpringBoard® Portfolio at the end of the school year demonstrating student growth and progress. Teachers will also receive in-service points if they complete the follow-up activities and assignments.



## **Action Step 2**

Teachers will use the SpringBoard® curriculum in the Language Arts and Intensive Reading classes.

### **Person or Persons Responsible**

Language Arts teachers

### **Target Dates or Schedule**

During the 2013-2014 school year

### **Evidence of Completion**

Teachers will create a SpringBoard® Portfolio at the end of the school year demonstrating student growth and progress.

### **Facilitator:**

Schools implementing the SpringBoard® curriculum are supported by district staff through planning sessions, pacing workshops, modeling, observations, support documents and individualized, needs-based training.

### **Participants:**

Monique Lambrou, Renee Jackson, and Jacqueline Major

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

SpringBoard® curriculum will be used in the Language Arts and Intensive Reading classes.

### **Person or Persons Responsible**

Monique Lambrou, Jackie Major, and Renee Jackson

### **Target Dates or Schedule**

Language Arts teachers will use the SpringBoard® curriculum throughout the 2013-2014 school year.

### **Evidence of Completion**

Teachers will create SpringBoard® Portfolios at the end of the school year. Student work will also serve as evidence.

## Plan to Monitor Effectiveness of G11.B2.S2

English Language Arts teachers will use SpringBoard® curriculum effectively in order to challenge students and prepare students for success in AP, college, and beyond.

### Person or Persons Responsible

Terrence Narinesingh and Voncia Haywood

### Target Dates or Schedule

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs, (CWTs), Formal Observations, and Informal Observations.

### Evidence of Completion

Evidence will be documented in iObservation.

**G11.B2.S3 2.** Students will complete weekly benchmark assessments through CORE K12 in all core subject areas in order to have ample opportunities to interact with complex text and answer questions that require students to use critical thinking skills.

### Action Step 1

All classroom teachers will participate in ongoing CORE K12 Online Professional Development and Collegial Planning in order to create benchmark assessments and track academic growth.

### Person or Persons Responsible

All classroom teachers will participate in CORE K12 Online Professional Development and Collegial Planning

### Target Dates or Schedule

CORE K12 Online Professional Development and Collegial Planning will take place every two weeks for one hour.

### Evidence of Completion

Evidence will be documented on sign-in sheets, meeting agendas, and meeting notes. Additionally, all students will have classroom data available on CORE K12 in all core subject areas (math, science, reading, and social studies).

## **Action Step 2**

Teachers will create weekly CORE K12 benchmark assessments for students in all core content areas.

### **Person or Persons Responsible**

Math, Reading, Social Studies, and Science teachers.

### **Target Dates or Schedule**

Teachers will administer the first CORE K12 assessment on September 6, 2013.

### **Evidence of Completion**

Evidence will be displayed on CORE K12 Student Reports.

### **Facilitator:**

Department Instructional Leaders

### **Participants:**

Middle School Teachers, High School Teachers, ESE Teachers

## **Plan to Monitor Fidelity of Implementation of G11.B2.S3**

Teachers are requiring students to complete weekly CORE K12 benchmarks assessments in order to track academic growth in reading.

### **Person or Persons Responsible**

Terrence Narinesingh, Assistant Principal

### **Target Dates or Schedule**

Terrence Narinesingh will retrieve CORE K12 student reports on a biweekly basis.

### **Evidence of Completion**

Student reports from CORE K12 will display results from weekly benchmark assessments and show student growth.

### Plan to Monitor Effectiveness of G11.B2.S3

Students are demonstrating growth in the area of reading by completing weekly CORE K12 assessments.

#### Person or Persons Responsible

Administration and the School-Based Team Leader

#### Target Dates or Schedule

Administration and the School-Based Team Leader will pull reports as needed from CORE K12.

#### Evidence of Completion

Individual student progress reports retrieved from CORE K12 will show student growth in the area of reading.

### G11.B3 Students do not always comprehend new knowledge with traditional approaches to learning.

**G11.B3.S1** SpringBoard® strategies will be used in order to engage and challenge students in new and exciting ways. Methods include Socratic Circles, Choral Readings, Oral Interpretation, and Role-playing.

#### Action Step 1

SpringBoard® strategies will be used in the Language Arts and Reading content areas.

#### Person or Persons Responsible

Language Arts and Intensive Reading teachers.

#### Target Dates or Schedule

During the 2013-2014 school year.

#### Evidence of Completion

The use of these strategies will be documented in the teacher's lesson plans.

### Plan to Monitor Fidelity of Implementation of G11.B3.S1

Teachers will use the SpringBoard® curriculum in the Language Arts and Intensive Reading classes.

#### Person or Persons Responsible

Language Arts teachers

#### Target Dates or Schedule

During the 2013-2014 school year

#### Evidence of Completion

Teachers will create a SpringBoard® Portfolio at the end of the school year demonstrating student growth and progress.

### **Plan to Monitor Effectiveness of G11.B3.S1**

English Language Arts teachers will use SpringBoard® curriculum effectively in order to challenge students and prepare students for success in AP, college, and beyond.

#### **Person or Persons Responsible**

Mr. Narinesingh and Dr. Haywood

#### **Target Dates or Schedule**

Administration will monitor for effectiveness while conducting Classroom Walk-Throughs, (CWTs), Formal Observations, and Informal Observations.

#### **Evidence of Completion**

Evidence will be documented in iObservation.

**G11.B3.S2** All students will have the opportunity to attend our Title I Enrichment Lab everyday after school from 1:30 p.m. - 2:30 p.m. to make up any work they may have missed.

#### **Action Step 1**

Students will have the opportunity to utilize the Title I Enrichment Lab in order to extend the school day and offer additional opportunities to receive educational services. Students will receive a permission slip during the first week of school. Students will also be informed of incentives for attending.

#### **Person or Persons Responsible**

Monique Lambrou, Ronnie Suddith, and Michael Lawson

#### **Target Dates or Schedule**

Monday through Thursday from 1:30 p.m. to 2:30 p.m.

#### **Evidence of Completion**

Student attendance will be documented on the sign-in sheets each day they attend the Title I Enrichment Lab.

### **Plan to Monitor Fidelity of Implementation of G11.B3.S2**

The Title I Enrichment Lab will be monitored in order to ensure students are taking advantage of the additional educational services being offered.

#### **Person or Persons Responsible**

Terrence Narinesingh, Title I School Contact and Monique Lambrou, Title I Tutorial Director

#### **Target Dates or Schedule**

Monique Lambrou and Terrence Narinesingh will review student attendance on a weekly basis in order to ensure students are taking advantage of this opportunity.

#### **Evidence of Completion**

Student attendance will be evident on Enrichment Lab daily sign-in sheets.

### **Plan to Monitor Effectiveness of G11.B3.S2**

Students will take advantage of the additional educational services being offered by attending the Title I Enrichment Lab.

#### **Person or Persons Responsible**

Monique Lambrou, Title I Tutorial Coordinator

#### **Target Dates or Schedule**

Monique Lambrou will check the Enrichment Lab attendance logs on a weekly basis.

#### **Evidence of Completion**

Student attendance will be documented on the Enrichment Lab attendance logs.

**G11.B4** Students have a history of discipline and were previously removed from their home school.

**G11.B4.S1** South Intensive will use a School-wide Positive Behavior Support System as an approach to discipline.

**Action Step 1**

The School-wide Positive Behavior Support Team will meet in order to review student discipline data, develop systems of support, and implement best practices. The goal of the SwPBS team is to maximize instructional time by reducing discipline levels and keeping students in the classroom as much as possible.

**Person or Persons Responsible**

Classroom teachers and BIAs

**Target Dates or Schedule**

The SwPBS Team will meet at least once a month.

**Evidence of Completion**

Evidence will be documented in SwPBS Team sign-in sheets and meeting agendas. Discipline reports from EDW will show a decrease in student discipline.

**Action Step 2**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Person or Persons Responsible**

The members of the School-wide Positive Behavior Support Team.

**Target Dates or Schedule**

The SwPBS Team will meet 8 times throughout the 2013-2014 school year.

**Evidence of Completion**

Evidence will be documented on meeting agendas and sign-in sheets.

**Facilitator:**

Monique Lambrou, School-wide Positive Behavior Support Chair

**Participants:**

Classroom teachers and BIAs

### **Plan to Monitor Fidelity of Implementation of G11.B4.S1**

The School-wide Positive Behavior Support Team will implement new procedures, practices, and programs in order to encourage wanted behavior and discourage unwanted behavior.

#### **Person or Persons Responsible**

Monique Lambrou, School-wide Positive Behavior Support Team Chair

#### **Target Dates or Schedule**

Monique Lambrou will present new procedures, practices, and programs that can help decrease discipline during SwPBS meetings and Professional Development Days.

#### **Evidence of Completion**

Evidence will be documented in meeting agendas.

### **Plan to Monitor Effectiveness of G11.B4.S1**

The SwPBS Team will implement best practices for decreasing discipline issues on the campus.

#### **Person or Persons Responsible**

Administration, O'Brian Edwards, and Monique Lambrou

#### **Target Dates or Schedule**

The team will meet monthly during SwPBS Tier 2 Meetings in order to determine if best practices are effective.

#### **Evidence of Completion**

Discipline reports retrieved from EDW will show a decrease in student discipline in FY14, when compared to FY13.

### **G11.B4.S2 Student's behavior will be tracked on a daily point sheet by all classroom teachers and BIAs.**

#### **Action Step 1**

Student behavior will be tracked on a daily point sheet in order to reduce student discipline.

#### **Person or Persons Responsible**

Classroom teachers and BIAs.

#### **Target Dates or Schedule**

Student behavior will be tracked everyday from 7:30 a.m. - 1:05 p.m.

#### **Evidence of Completion**

Point sheets will be turned in to the Department Instructional Leaders at the conclusion of each school day.



### **Plan to Monitor Fidelity of Implementation of G11.B4.S2**

Students are aware of the points they receive each week for behavior.

#### **Person or Persons Responsible**

Department Instructional Leaders

#### **Target Dates or Schedule**

Department Instructional Leaders will review student behavior data at the conclusion of each school week.

#### **Evidence of Completion**

Department Instructional Leaders will document conferences with students on "data chat" forms or mentor logs.

### **Plan to Monitor Effectiveness of G11.B4.S2**

Student behavior will improve in the classroom as a result of using a daily point sheet.

#### **Person or Persons Responsible**

O'Brian Edwards, Tanya Powell-Wimbs, Terrence Narinesingh, and Monique Lambrou

#### **Target Dates or Schedule**

The Tier 2 Team will review student point sheets on a monthly basis in order to determine who needs additional interventions.

#### **Evidence of Completion**

Meeting agendas and sign-in sheets.

## 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

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during LEARNING TEAM MEETINGS. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Title I, Part A: Title 1 funds are being used at South Intensive in order to provide supplemental math and reading tutorial services to students through our Title I Tutorial Program. All students can take advantage of the tutorial services Monday - Thursday from 1:30 p.m. - 2:30 p.m. Struggling students will have the opportunity to receive additional support in a small group setting in the areas of math and reading. Additionally, our Tutorial Program will be open on 12 different Saturdays from 8:30 a.m. - 12:30 p.m. and will be funded by a combination of the K-12 grant and Title I. At our annual faculty Title I Training, our staff is informed of the role of Title I in our school, its expectations and the use of funds. Title I funds are used to support professional development to the staff and programs for parents and families to increase learning and academics.

Title I, Part C- Migrant: District standardized curriculum provides consistence to transitory students. Students are provided meals at a free or reduced cost. Additionally, students and staff donate canned goods and other items tin order to provide supplemental support during breaks. The school also provides a clothing bank and school supplies to assist students and their families. Counseling services are available to provide assistance to families needing referrals for medical or additional support.

Title I, Part D: The District receives funds to provide support services. These services are coordinated with the District Dropout Prevention programs.

Title II: The District receives supplemental funds for improving basic education programs through the purchase of equipment for supplemental programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, the instructional staff will attend SpringBoard workshops for Math and Language Arts and will receive stipends for summer trainings.

Title III: Services are provided through the district for educational materials and ELL support services to improve the education of English Language Learners. ELL resource teachers visit the campus in order to provide additional services to students based on their ELL needs. Our language facilitators are present to translate information and all materials are available in English, Spanish, and Haitian-Creole. Additionally, the Translation Team assisted the School-wide Positive Behavior Support Team with translating our behavior expectations (including the Behavior Matrix) in Spanish and Haitian-Creole.

Title X-Homeless: Area Attendance Specialists provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: The school offers non-violence, anti-bullying and anti-drug programs to students that incorporate community service and counseling. The school participates in the District-wide implementation of Single School Culture as well as Appreciation for Multicultural Diversity.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

**G1.B2** Limited time for professional development and limited opportunities for teachers to plan and collaborate together.

**G1.B2.S1** Increase professional development opportunities and allow more time for teachers to collaborate and discuss the Common Core State Standards.

### PD Opportunity 1

Teachers will attend Common Core State Standards professional development workshops.

#### Facilitator

Professional Development Team

#### Participants

Instructional Staff Members

#### Target Dates or Schedule

Professional Development Days throughout the 2013-2013 school year.

#### Evidence of Completion

Professional Development agendas and sign-in sheets will serve as evidence. Instructional staff will also be required to complete follow up activities and assignments in order to receive in-service points.

## **PD Opportunity 2**

Teachers will attend Collegial Planning every two weeks in order to discuss the implementation of the Common Core State Standards.

### **Facilitator**

Department Instructional Leaders

### **Participants**

All classroom teachers

### **Target Dates or Schedule**

Collegial Planning will occur every two weeks throughout the 2013-2014 school year.

### **Evidence of Completion**

Evidence will be documented on sign-in sheets, meeting agendas, and minutes from the meeting.

**G11.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.

**G11.B2** Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT 2.0.

**G11.B2.S2** 1. Teachers will use SpringBoard®, the foundational component for the College Board's College Readiness System, offering a proven Pre-AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Based on College Board Standards for College Success and aligned to the Common Core State Standards, SpringBoard offers the only integrated college readiness solution that includes a rigorous curriculum, formative assessments and sustainable professional development.

### **PD Opportunity 1**

Teachers will use the SpringBoard® curriculum in the Language Arts and Intensive Reading classes.

#### **Facilitator**

Schools implementing the SpringBoard® curriculum are supported by district staff through planning sessions, pacing workshops, modeling, observations, support documents and individualized, needs-based training.

#### **Participants**

Monique Lambrou, Renee Jackson, and Jacqueline Major

#### **Target Dates or Schedule**

During the 2013-2014 school year

#### **Evidence of Completion**

Teachers will create a SpringBoard® Portfolio at the end of the school year demonstrating student growth and progress.

**G11.B2.S3** 2. Students will complete weekly benchmark assessments through CORE K12 in all core subject areas in order to have ample opportunities to interact with complex text and answer questions that require students to use critical thinking skills.

**PD Opportunity 1**

Teachers will create weekly CORE K12 benchmark assessments for students in all core content areas.

**Facilitator**

Department Instructional Leaders

**Participants**

Middle School Teachers, High School Teachers, ESE Teachers

**Target Dates or Schedule**

Teachers will administer the first CORE K12 assessment on September 6, 2013.

**Evidence of Completion**

Evidence will be displayed on CORE K12 Student Reports.

**G11.B4** Students have a history of discipline and were previously removed from their home school.

**G11.B4.S1** South Intensive will use a School-wide Positive Behavior Support System as an approach to discipline.

**PD Opportunity 1**

South Intensive will implement a School-wide Positive Behavior Support System in order to decrease student discipline and encourage positive behavior.

**Facilitator**

Monique Lambrou, School-wide Positive Behavior Support Chair

**Participants**

Classroom teachers and BIAs

**Target Dates or Schedule**

The SWPBS Team will meet 8 times throughout the 2013-2014 school year.

**Evidence of Completion**

Evidence will be documented on meeting agendas and sign-in sheets.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.	\$4,558
G2.	At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth.	\$1,805
G11.	At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.	\$19,714
Total		\$26,077

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Total
Title I Budget	\$21,519	\$4,558	\$26,077
Total	\$21,519	\$4,558	\$26,077

### Budget Details

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

**G1.** The Common Core State Standards (CCSS) for English Language Arts and for Mathematics will be fully implemented during the 2013-2014 school year.

**G1.B1** Lack of adequate technology available to students

**G1.B1.S1** Title I funding will be used to purchase iPads, laptops, and Nooks in order to promote student achievement.

**Action Step 2**

Title I funding will be used in order to purchase a variety of technology equipment that can be used in the classroom to promote student growth and academic achievement.

**Resource Type**

Technology

**Resource**

Laptops, iPads, Nooks, and eBooks will be purchased that can be used in the classroom in order to improve student academic growth (\$500.00) and professional development will be offered in integration of those resources including supplies for training (\$2316.82) and travel, both in county (\$210.00) and out of county (\$1531.18).

**Funding Source**

Title I Budget

**Amount Needed**

\$4,558



**G2.** At least 75% of parents will visit the Parent University (Parent Resource Center) in order to improve student behavior and increase academic growth.

**G2.B1** Parents do not have means to reliable transportation in order to attend parental involvement opportunities at the school and the majority of parents do not have ongoing communication with school personnel.

**G2.B1.S1** The school will provide a variety of opportunities to parents so they can have the opportunity to visit their child's school and participate in school events. The Title I Parental Involvement Coordinator will make frequent contact with parents and the school will provide parents with transportation if needed.

### **Action Step 1**

The Title I Parent Involvement Coordinator will serve as the liaison between school and parents and will also educate teachers and staff on how to communicate and work effectively with parents as equal partners. Additionally the Title I Parent Involvement Coordinator will expand opportunities for continued learning, voluntary community service, develop community collaborations, promote sharing of power with parents as decision-makers, help parents understand the educational system so they can become better advocates for their children's education and maintain the Parent University (Parent Resource Center).

#### **Resource Type**

Personnel

#### **Resource**

The Title I Parent Involvement Coordinator (\$1,000.00) will serve as the liaison between school and parents and will also educate teachers and staff on how to communicate and work effectively with parents as equal partners. Costs include supplies for family involvement activities (\$500.93) and postage (\$304.00)

#### **Funding Source**

Title I Budget

#### **Amount Needed**

\$1,805

**G11.** At least 30% of students will receive a 3 or higher on the Florida Comprehensive Assessment Test 2.0 in Reading.

**G11.B1** Student mobility and attendance.

**G11.B1.S3** All students will have the opportunity to attend our Title I Enrichment Lab everyday after school from 1:30 p.m. - 2:30 p.m. to make up any work they may have missed.

**Action Step 1**

Students will have the opportunity to utilize the Title I Enrichment Lab in order to extend the school day and offer additional opportunities to receive educational services. Students will receive a permission slip during the first week of school. Students will also be informed of incentives for attending.

**Resource Type**

Personnel

**Resource**

Highly qualified teachers will be paid from Title I funding (\$17,090) in order to provide students with additional support in the areas of math, reading, and science after the regular school day has ended. The Title I Enrichment Lab will be open to all students on Monday through Thursday from 1:30 p.m. - 2:30 p.m. Supplies for tutorials, such as paper, pencils, pens, post-its, ink, markers, and chart paper will be purchased to support the Title I Enrichment Lab (\$2,624.00)

**Funding Source**

Title I Budget

**Amount Needed**

\$19,714