



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Terra Environmental Research Institute

11005 SW 84TH ST

Miami, FL 33173

305-412-5800

<http://choice.dadeschools.net/green/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 40%
Alternative/ESE Center No	Charter School No	Minority Rate 84%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Terra Environmental Research Institute

Principal

Caridad Montano

School Advisory Council chair

Mayka Garciga

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

Name	Title
Carrie Montano	Principal
Jose Sirven	Assistant Principal
Jennifer Knepper-Illa	Assistant Principal
Henny Cristobol	Assistant Principal
Sammy Iassudo	Test Chairperson
William Baltazar	Engineering Academy Lead Teacher
Alexis Salcedo	Environmental Academy Lead Teacher
Melissa Fernandez	Biomedical Academy Lead Teacher
Patricia Friedlander	Department Chairperson Student Services
Marlene Cabrera	Language Arts/Reading Department Chairperson
Gary Holbrook	Social Studies Department Chairperson
Teresa Logue	Media Specialist
Joel Diaz	Social Studies Teacher
Karina Menendez	Activities Director

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1; Business/Community Representative - 2; Union Steward - 1; Students - 2; Alternate Student - 1; Parents - 5; Alternate Parent - 2; Teacher - 5; Educational Support Employee - 1; Alternate Educational Support - 1; Alternate Teacher/Paraprofessional - 1.

Involvement of the SAC in the development of the SIP

Based on last year's meetings which were held monthly, SAC members made recommendations to the school administration in the hopes of implementing them in this year's S.I.P.

Activities of the SAC for the upcoming school year

SAC committee members will meet on a monthly basis or as needed, to ensure that school improvement functions are addressed, implemented, and revised as needed.

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

\$2999 for Student Incentives such as awards ceremonies, honor roll breakfasts, educational and classroom supplies and consumables, and supplementary materials as needed.

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jose Sirven		
Asst Principal	Years as Administrator: 10	Years at Current School: 5
Credentials	Bachelors Degree in Mathematics Master's Degree in Educational Leadership Mathematics Certification	
Performance Record	'13 '12 '11 '10 '09 School Grade A A A A D High Standards Rdg. 91 86 76 72 29 High Standards Math 98 94 93 84 58 Lrng Gains-Rdg 80 76 69 68 40 Lrng Gains-Math 98 97 89 79 66 Gains-Rdg-25% 82 78 59 63 45 Gains-Math-25% 98 76 85 63 64	

Henny Cristobol		
Asst Principal	Years as Administrator: 12	Years at Current School: 1
Credentials	Bachelors Degree in Special Education Master's Degree in Educational Leadership Certification Special Education	
Performance Record	'13 '12 '11 '10 '09 School Grade C X D D F F High Standards Rdg. 36 X 34 35 29 High Standards Math 44 X 43 64 58 Lrng Gains-Rdg. 61 X 42 44 40 Lrng Gains-Math 56 X NA 69 66 Gains-Rdg-25% 64 X 42 41 45 Gains-Math-25% 69 X NA 61 64	

Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

None Assigned

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

76

receiving effective rating or higher

76, 100%

Highly Qualified Teachers

97%

certified in-field

76, 100%

ESOL endorsed

8, 11%

reading endorsed

7, 9%

with advanced degrees

41, 54%

National Board Certified

11, 14%

first-year teachers

9, 12%

with 1-5 years of experience

21, 28%

with 6-14 years of experience

29, 38%

with 15 or more years of experience

17, 22%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

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

1. Available positions are advertised by the District. (Principal)
2. TERRA incorporates the MINT program for beginning teachers. This includes monthly meetings. (Assistant Principal Curriculum)
3. Professional Developments that support TERRA's needs.

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

Deborah Thomas Hibbitt, English Department, will be mentoring Natalia Cardona, Science Department, due to Mrs. Hibbitt's leadership experience. They will meet regularly to discuss curriculum, classroom management and assessments.

According to the District, other teachers that were labeled "new" are not eligible for mentoring because they are technically not first year teachers.

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

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 data management systems used are Edusoft, PMRN, MTSS/Rtl Behavioral Intervention Plan, and Reading /Writing Baseline and Interim Assessments. Control D Web Suspension Reports will also be generated

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

The Literacy Leadership Team consists of the Principal, Assistant Principal(s), Language Arts Department Chair, Mathematics Department Chair, Science Department Chair, Social Studies Department Chair, SPED Department Chair, Magnet Lead Teacher, and Counselors. The MTSS Leadership Team will meet the first Tuesday of every month and as needed throughout the school year to analyze and discuss student data.

School-site administrators must understand and embrace the essential components and supports needed to effectively implement Rtl. Administrators must prioritize resource allocation (instructional materials/software) to support the effort, as well as offer professional development to school staff on the philosophical underpinnings of Multi-Tiered System of Supports. Consequently, school-site administrators at TERRA will help establish and promote consistency between the school-district and our school that is imperative for successful implementation of Rtl/MTSS. This will be done through: data

dialogues, problem-solving meetings, and development of action plans that identify continued training needs.

Magnet Lead teachers will work side-by side with administration in identifying the resources needed to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Counselors will work side by side with Magnet leads in identifying those students that need the additional resources to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Department Chairs and Magnet Lead Teachers will be responsible for analyzing assessment data post Interim Assessment and FCAT/EOC in order to identify trends and patterns and efficiently allocate resources. Through data chats with their respective departments, Department Chairs will provide a rapid response to instructional decision making based on progress monitoring, and recommend students identified for intervention based on targeted needs for remediation or enrichment.

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

The MTSS Leadership Team will disaggregate and interpret data periodically to drive instruction to student needs and maintain faculty/ staff informed of current school trends.

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 data management systems used are Edusoft, PMRN, MTSS/RtI Behavioral Intervention Plan, and Reading /Writing Baseline and Interim Assessments. Control D Web Suspension Reports will also be generated

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

Professional Development and periodical informative meetings will train the staff on MTSS. EESAC meetings provides all stakeholders with the opportunity to become not only actively involved, but informed about the school's MTSS. Alternate means of communication to disseminate information to staff/parents: parent portal, faculty meeting, Connect-Ed/automated voice systems and the school's web-page.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,860

After school tutoring will be provided for core subjects, FCAT re-takes and advanced placement courses.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The target group of students interim assessment scores are compared to baseline scores. Specifically, effectiveness of tutoring strategies is determined by measuring the control group (Principal's Circle) scores against their previous baseline scores.

Who is responsible for monitoring implementation of this strategy?

The administrative team, Department Chairperson's

Literacy Leadership Team (LLT)

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

Name	Title
Carrie Montano	Principal
Jose Sirven	Assistant principal
Jennifer Knepper-Illa	Assistant Principal
Henny Cristobol	Assistant Principal
Sammy Iassudo	Test Chairperson
William Baltazar	Engineering Academy Lead Teacher
Melissa Fernandez	Biomedical Academy Lead Teacher
Alexis Salcedo	Environmental Academy Lead Teacher
Patricia Friedlander	Student Services Department Chairperson
Marlene Cabrera	Language Arts/Reading Department Chairperson
Gary Holbrook	Social Studies Department Chairperson
Teresa Logue	Media Specialist
Karina Menedez	Activities Director
Joel Diaz	Social Studies Teacher/PD Liaison

How the school-based LLT functions

The Literacy Leadership Team meets on a monthly basis to discuss literacy issues across the curriculum, to

assist in the implementation of the CRRP, create an action plan and monitor the progress and implementation of the action plan and to reflect on the success of the Literacy Action Plan based on concrete data.

School-site administrators must understand and embrace the essential components and supports needed to effectively implement RtI. Administrators must prioritize resource allocation (instructional materials/software) to support the effort, as well as offer professional development to school staff on the philosophical underpinnings of Multi-Tiered System of Supports. Consequently, school-site administrators at TERRA will help establish and promote consistency between the school-district and our school that is imperative for successful implementation of RtI/MTSS. This will be done through: data dialogues, problem-solving meetings, and development of action plans that identify continued training needs.

Magnet Lead teachers will work side-by side with administration in identifying the resources needed to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Counselors will work side by side with Magnet leads in identifying those students that need the additional resources to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Department Chairs and Magnet Lead Teachers will be responsible for analyzing assessment data post Interim Assessment and FCAT/EOC in order to identify trends and patterns and efficiently allocate resources. Through data chats with their respective departments, Department Chairs will provide a rapid response to instructional decision making based on progress monitoring, and recommend students identified for intervention based on targeted needs for remediation or enrichment.

Major initiatives of the LLT

- Reading Plus-All Intensive Reading students at TERRA are required to complete two 45 minute sessions of Reading Plus per week during school day during their class and one for Home Learning. Students in ESE and ESOL will be using the lab and COWs (Computers on Wheels) as well. Students are encouraged to access this web based program from home as well for further acceleration. Parents of students in Levels 1-2 have been informed of this resource through Data Chats with the Reading Coach, during EESAC Meetings, and PTSA meetings.
- Jamestown Reading Navigator- All the students in the Intensive Reading class use this web based program during school and at home. Students are required to complete two “Journeys” or sections per week as the program specifications for fidelity recommends.
- TERRA Book Club-Students in the entire school are invited to part take in a student book club to read novels from the New York Times best Seller List and high interest novels for teens. Students will meet on a monthly basis to discuss two books per month. Students from gifted, honors, regular, ESE, ESOL join to talk about what they have read. Reading Website blog about books, recommend books, sponsor author of the month events.
- TERRA Literacy Night @ Barnes & Noble- TERRA students will host Open Mic Nights and sign up for a one minute read of their favorite book or read from their own original work.

- Students attend afterschool tutoring. This is opened to all students.
- Bi-weekly Book Check Out- Students who scored level 1-2 on the FCAT will read a book of their choice every two weeks and complete making connections: text to self, text to text, or text to world. Students will have book talks, book passes, and recommend book through the school newspaper or Reading Blog.
- Teacher's Data Binders- All TERRA Staff members will have a data binder which is personalized by their class and students. The binder will have the information of the students in the teacher's particular classes that are struggling readers. The Reading coach will support all content area teachers by providing podcasts, planning discussions, modeling and co-teaching experiences.
- Data Chats- Parents meet with the Reading coach for one to one data chats about their child's progress, what is offered at TERRA9(See above), and what the parents can do to support their child's literacy development. FCAT data for the last 5 years is analyzed for patterns, FAIR data is shared and explained thoroughly, and a detailed letter is provided with recommendations for activities that can be implemented at home.
- Language Arts -Through the Language Arts classes, students will use FCAT format practice using Preparing for the FCAT, Critical Reading Workbook, FCAT benchmark lessons embedded in the Language Arts class textbook, and direct vocabulary instruction of prefixes, suffixes, SAT academic vocabulary. In addition, Language arts teachers take students to the computer lab once a week to complete a 45 minute session of FOCUS through FCAT Explorer.
- Social Studies – Teachers take students for a second Reading Plus 45 minute session during Social studies. Students are either taken to a computer lab or teachers request COW, Computers on Wheels.
- ELL Support- Students in the ELL program use Reading Plus during their English Thru ESOL class. The computer program is geared to work at the student's independent levels and helps them to improve fluency, vocabulary and reading comprehension. areas. The Literacy Team monitors the implementation of school wide literacy strategies across the curriculum.

Every Teacher Contributes to Reading Instruction

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

If students express difficulty comprehending what they are reading, then they are hindered in developing content area knowledge. Every teacher has a responsibility to help students successfully and productively access, read, and understand texts across the curriculum. Students will be periodically assessed through reading comprehension assessments related to the subject area in all their classes. All teachers will be provided with professional development opportunities on how to address reading strategies across all subject

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

As a School of Choice we offer three academies in the fields of Environmental Research/Field Studies, Biomedical Research, and Robotics/Engineering. All students are required to take an academy elective in their perspective areas of interest.

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

Guidance counselors have met with students regarding subject selection to prepare the students for academic and career planning to address his/her future course of study.

Strategies for improving student readiness for the public postsecondary level

Students at TERRA Environmental Research Institute are expected to have successful post-secondary experiences as much of their time at TERRA is spent preparing them for this time in their life. The academy

model allows for students to receive both skills and opportunities that better prepare them upon graduation.

Students begin their academy in the 9th grade, each year taking at least one class related to their academy.

In addition to their elective(s), students at TERRA have their core courses English, Mathematics, Science and

Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant

to the specific interest and goals of the students. Our Academy Leaders are active in maintaining community

contacts that welcome our students for academy related jobs. Academy teachers are informed of various job

opportunities through the Academy Leaders and students who show interest are usually given summer placements in both jobs and internships. When our students eventually complete the four years of the academy and some additional criteria, students are considered academy completers and receive an Academy

certificate. The academy certificate may equate to college credit being granted for the academy courses taken here at TERRA. In most cases, students must complete the academy to receive credit for each course

however in some instances in order to accommodate transfer students etc credit is given for the classes the

student completed even if they were unable to complete the academy.

Our school counselor's aide students by preparing them for acceptance into the college of their choice. Students have the opportunity to meet with various college representatives and may attend all the college

presentations that are provided throughout the year. Students are also informed early in the year about financial aid information as well scholarship opportunities. The school website is updated monthly with this

type of information. Students are prepared as early as sophomore year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model

and academy completion criteria are matched with the Bright Futures eligibility. Our teachers ensure that the

academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. In addition to the exposure our students receive to career pathways and

industry

certifications, students are also exposed to college level course work. Students of all grade levels have the

opportunity to take at least one advanced level class each year. If the students pass the advanced placement

exam at the end of the year the student earns college credit for the course. This not only allows students to

expedite their college career but it also gives them exposure to college curriculum and course work.

Students

may also take additional advanced placement courses online through Florida Virtual School or through the

dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment

is on the students' own time students have the opportunity to take college courses at these institutions free

of charge while at the same time earning high school credit. The dual enrollment program gives students a

firsthand experience of a college campus while at the same time allowing them to begin their college career.

This also aides in the transition process for the student after graduation.

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	83%	91%	Yes	85%
American Indian				
Asian	90%	96%	Yes	91%
Black/African American	71%	91%	Yes	74%
Hispanic	83%	91%	Yes	85%
White	87%	90%	Yes	88%
English language learners	68%	0%	Yes	71%
Students with disabilities	71%	80%	Yes	74%
Economically disadvantaged	80%	91%	Yes	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	241	23%	25%
Students scoring at or above Achievement Level 4	721	68%	62%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		80%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	83%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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>	88%

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	436	86%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	98%	Yes	86%
American Indian				
Asian				
Black/African American				
Hispanic	83%	98%	Yes	85%
White	93%	98%	Yes	93%
English language learners				
Students with disabilities	80%	91%	Yes	82%
Economically disadvantaged	81%	99%	Yes	83%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	524	98%	98%
Students in lowest 25% making learning gains (EOC)	524	98%	98%

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>	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	24%	24%
Students scoring at or above Achievement Level 4	106	71%	71%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	19%	19%
Students scoring at or above Achievement Level 4	352	76%	76%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	30%
Students scoring at or above Achievement Level 4	305	66%	66%

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)	50		50
Participation in STEM-related experiences provided for students	1799	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1598	88%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	721	40%	45%
CTE-STEM program concentrators	720		720
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	721	40%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	720	40%	42%
CTE teachers holding appropriate industry certifications	1	33%	33%

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	20	1%	1%
Students in ninth grade with one or more absences within the first 20 days	100	20%	15%
Students in ninth grade who fail two or more courses in any subject	3	1%	0%
Students with grade point average less than 2.0	3	1%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	199	11%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	1%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	1	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	358	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

During the 2012-2013 school year, parent participation in school wide activities was 80%. Our goal for the 2013-2014 school year is to increase parent participation by 5 percentage points from 80% to 85%

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of Incoming 9th grade students	375	53%	60%
		%	%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** The results of the 2013 Reading FCAT 2.0 indicate that 91% of students achieved a level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the achievement of students scoring Level 3 or above by two percentage points to 93%.
- G2.** Our goal is that 88% of graduating seniors will demonstrate post-secondary readiness in Reading and 99% of students will demonstrate in Math as indicated by the SAT, ACT, CPT, or PERT.
- G3.** The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.
- G4.** In 2013, 98% of all students enrolled in target mathematics courses made learning gains and 98% of students in the lowest 25% made learning gains. Our goal is to maintain this level of achievement in all courses.
- G5.** The results of the 2013 Algebra EOC Assessment indicate that 85% of our students achieved Level 3 and above. Our goal is to maintain the level of achievement on the 2014 Algebra EOC Assessment.
- G6.** The results of the 2013 Geometry EOC Assessment indicates that 95% of our students achieved Level 3 and above. Our goal is to maintain the levels of achievement on the 2014 Geometry EOC Assessment.
- G7.** According to the results of 2013 Biology 1 EOC, 96% of our students scored Level 3 or above with difficulties identified in critical thinking in the Reporting Category of Life Science. Our goal is to increase the percentage of students achieving Level 3 o
- G8.** Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions in each academy, and for students to participate in STEM AP Exams and CTE-STEM concentrators by 10%.
- G9.** Our goal is to increase the opportunity for students to participate in CTE-STEM concentrators by 10% and identify opportunities for students and faculty to obtain industry certification.
- G10.** Students will gain knowledge and skills in the concentration areas of The U.S. & Defense of the International Peace and Global Military, Political & Economic Challenges to score in the mid and upper level percentile on the 2014 US History EOC.
- G11.** Using criteria for the federal uniform graduation rate, our goal is to maintain 100% of students graduating in 4 years.
- G12.** In monitoring the Early Warning Systems, our school will decrease absentees and course failures while also improving student behavior to mitigate loss of instructional time.

- G13.** During the 2012-2013 school year, parent participation in school wide activities was 80%. Our goal for the 2013-2014 school year is to increase parent participation by 5 percentage points from 80% to 85%

Goals Detail

G1. The results of the 2013 Reading FCAT 2.0 indicate that 91% of students achieved a level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the achievement of students scoring Level 3 or above by two percentage points to 93%.

Targets Supported

Resources Available to Support the Goal

- District Language Arts Department Professional Development Opportunities on new Common Core Standards
- Onsite Best Practices Professional Development opportunities
- After school Tutoring for FCAT 2.0 Levels 1 and 2 and 11th Grade FCAT 2.0 Retakers

Targeted Barriers to Achieving the Goal

- The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency for ninth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 4: Informational Text/ Research Process (LA.910.2.2.1; LA.910.6.2.2) due to limited practice analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.
- The area of deficiency for ninth and tenth grade students in the Lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis - Fiction/Nonfiction due to limited practice to analyzing literary elements and figurative language.
- The area of deficiency for ninth and tenth grade students with disabilities (SWD) as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) and Reporting Category 4: Informational Text/Research Proces (LA.910.2.2.1; LA.910.6.2.2) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose, and evaluating information from text features and determining the validity and reliability of information from multiple sources.
- The area of deficiency for students scoring at or above achievement Level 4, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) and Reporting Category 4: Informational Text/Research Proces (LA.910.2.2.1; LA.910.6.2.2) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose, and evaluating information from text features and determining the validity and reliability of information from multiple sources.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments - 2014 FCAT 2.0 Reading Assessment

G2. Our goal is that 88% of graduating seniors will demonstrate post-secondary readiness in Reading and 99% of students will demonstrate in Math as indicated by the SAT, ACT, CPT, or PERT.

Targets Supported

- Reading (Postsecondary Readiness)
- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- SAT/ACT Prep After school Tutoring
- Student Services Identification and Intervention
- Intensive Reading and College Readiness Courses

Targeted Barriers to Achieving the Goal

- Students will have limited opportunities to work one-one one or in small groups to address academic weaknesses in reading.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from FCAT 2.0, PSAT, and PERT

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: diagnostic and cumulative exams Summative: 2014 PERT exam

G3. The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Language Arts Department Professional Development on Secondary Writing Strategies
- Review of new Common Core Writing Standards
- After school tutoring

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 FCAT Writes administration was writing applications due to students limited practices on essays with a focus on elaboration in expository essays and presenting detailed evidence and reasoning to support claims in effective arguments.

Plan to Monitor Progress Toward the Goal

FCIM will be implement by ongoing data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, English Department Chair

Target Dates or Schedule:

Ongoing and post-District Writing Assessments

Evidence of Completion:

Summative: 2014 FCAT Writes 2.0

G4. In 2013, 98% of all students enrolled in target mathematics courses made learning gains and 98% of students in the lowest 25% made learning gains. Our goal is to maintain this level of achievement in all courses.

Targets Supported

- Math (High School, High School FAA)

Resources Available to Support the Goal

- After school tutoring
- Khan Academy

Targeted Barriers to Achieving the Goal

- Students in the lowest 25% making learning gains (98%) may have limited practice reading and solving problems on screen.

Plan to Monitor Progress Toward the Goal

Review of projects and ongoing data-chats with departments, teachers, and students to monitor fidelity of student progress.

Person or Persons Responsible

MTSS/RtI, The LLT, Administration, Math Department Chair

Target Dates or Schedule:

Ongoing and post-District Assessments

Evidence of Completion:

Summative: 2014 EOC Assessments

G5. The results of the 2013 Algebra EOC Assessment indicate that 85% of our students achieved Level 3 and above. Our goal is to maintain the level of achievement on the 2014 Algebra EOC Assessment.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- After school Tutoring
- Khan Academy

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra EOC Assessment indicate that 73%(10) Students with Disabilities had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom.
- The results of the 2013 Algebra EOC Assessment indicate that students achieving Level 3 proficiency (24%) had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom.
- The results of the 2013 Algebra EOC Assessment indicate that students achieving Level 4 and 5 proficiency (71%) had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom

Plan to Monitor Progress Toward the Goal

Data chats and frequent meetings updating student progression.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments - 2014 Algebra EOC Assessment

G6. The results of the 2013 Geometry EOC Assessment indicates that 95% of our students achieved Level 3 and above. Our goal is to maintain the levels of achievement on the 2014 Geometry EOC Assessment.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- After school tutoring
- Khan Academy

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC assessment, 19 % of students achieved Level 3. The area of greatest difficulty for Level 3 students was Reporting Category 2 – Three-Dimensional Geometry due to limited opportunities to work hands on activities with three dimensional models to enable visualization and draw cross-sections of solids.
- According to the results of the 2013 Geometry EOC assessment, 76% of students achieved Level 4-5. The area of greatest difficulty for Level 4 and 5 students was Reporting Category 2 – Three-Dimensional Geometry due to limited opportunities to work hands on activities with three dimensional models to enable visualization and draw cross-sections of solids.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim tests and 2014 Geometry EOC

Person or Persons Responsible

MTSS/Rtl Leadership Team The LLT, Administration, and Math Department Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments - 2014 Geometry EOC

G7. According to the results of 2013 Biology 1 EOC, 96% of our students scored Level 3 or above with difficulties identified in critical thinking in the Reporting Category of Life Science. Our goal is to increase the percentage of students achieving Level 3 o

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos Training

Targeted Barriers to Achieving the Goal

- Students scoring Level 3 on the 2013 Biology 1 EOC Assessment (30%) have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.
- Students scoring Level 4 and 5 on the 2013 Biology 1 EOC Assessment (66%) have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

Plan to Monitor Progress Toward the Goal

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

MTSS/Rtl, The LLT, Administration, Science Department Chair

Target Dates or Schedule:

Ongoing and post-District Assessments

Evidence of Completion:

Summative: 2014 Biology 1 EOC Assessments

G8. Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions in each academy, and for students to participate in STEM AP Exams and CTE-STEM concentrators by 10%.

Targets Supported

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

Resources Available to Support the Goal

- Academy Specific Equipment - Robotics, Biomedical and Environmental
- After school tutoring for STEM AP classes

Targeted Barriers to Achieving the Goal

- Adequate classroom time to practice and prepare for local and national competition within the block schedule.
- Students taking multiple AP Level courses

Plan to Monitor Progress Toward the Goal

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions: VEX Robotics and FIRST (Engineering), HOSA (Biomedical), Fairchild Challenge (Environmental) and provide funding, classroom availability and equipment for successful competition. In addition, we will work with students to establish a plan for careful selection of electives in order to increase the participation in STEM Advanced Placement courses and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher, Student Services Department Chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

The percent of students participating in competitions and placement of competitive teams in competitions and the percent of students participating in STEM Advanced Placement courses..

G9. Our goal is to increase the opportunity for students to participate in CTE-STEM concentrators by 10% and identify opportunities for students and faculty to obtain industry certification.

Targets Supported

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

Resources Available to Support the Goal

- Professional Development opportunities for Academy teachers

Targeted Barriers to Achieving the Goal

- Students taking multiple Advanced Placement courses or other electives instead of continuing with CTE-STEM concentrators.

Plan to Monitor Progress Toward the Goal

We will work with students to establish a plan for careful selection of electives in order to increase the participation in CTE-STEM concentrators and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule:

Ongoing

Evidence of Completion:

The percent of students participating in CTE-STEM concentrators.

G10. Students will gain knowledge and skills in the concentration areas of The U.S. & Defense of the International Peace and Global Military, Political & Economic Challenges to score in the mid and upper level percentile on the 2014 US History EOC.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Extracurricular programs - Mock Trial, Model United Nations
- After school Tutoring
- Department based Professional Development Opportunities
- District produced lesson plans and pacing guides aligned to EOC Benchmarks

Targeted Barriers to Achieving the Goal

- Students scoring in the middle third and below lack exposure to current events and information on the role the United States has played in global affairs.
- Students scoring in the upper third require opportunities of scholastic enrichment and inquiry-based learning.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim Assessments and US History EOC

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- District Interim Assessments Summative Assessments - 2014 US History EOC Assessment

G11. Using criteria for the federal uniform graduation rate, our goal is to maintain 100% of students graduating in 4 years.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Tutorial Programs, FLVS, Credit Recovery Programs

Targeted Barriers to Achieving the Goal

- At-risk students may not be familiar with the resources available for students to meet graduation requirements.

Plan to Monitor Progress Toward the Goal

Monitor student progression, fidelity to Student Progression Plan

Person or Persons Responsible

MTSS/Rtl, Administration, Student Services Chair

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative: 100% Graduation Rate

G12. In monitoring the Early Warning Systems, our school will decrease absentees and course failures while also improving student behavior to mitigate loss of instructional time.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- PTSA-organized Car pool system Freshman Orientation

Targeted Barriers to Achieving the Goal

- In 2012-13 1% of students missed 10% or more of instructional time. In addition, 20% of ninth grade students had one or more absence within the first 20 days. Since TERRA is a magnet school, we do not provide district transportation and students must rely arrange their own transportation. Absences, both excused and excused, are occurring excessively due to travel time.
- In 2012-13, less than 1% of students in grade 9 failed two or more courses and/or had a grade point average less than 2.0. This may be due to difficulties in transitioning to high school and acclimating to the rigor of advanced courses.
- In 2012-13 11% of students recieved two or more behavioral referrals and 1% of students received one or more behavior referrals that led to suspension. Students may be unaware of the Student Code of Conduct and Magnet Contract and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

The FCIM will be utilized to monitor student progress and parental involvement.

Person or Persons Responsible

MTSS/Rtl and Administration, Student Services Chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Decreased attendance violations; decreased failures and lowered grade point averages; decreased behavioral referrals

G13. During the 2012-2013 school year, parent participation in school wide activities was 80%. Our goal for the 2013-2014 school year is to increase parent participation by 5 percentage points from 80% to 85%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- TERRA PTSA
- Freshman Orientation
- School Open House

Targeted Barriers to Achieving the Goal

- Parents of incoming 9th graders have limited awareness of the PTSA due to unsuccessful recruiting campaigns. .

Plan to Monitor Progress Toward the Goal

Review membership applications and participation, Review sign in sheets/logs to determine the number of parents attending school or community events.

Person or Persons Responsible

Activities Director

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PTSA Membership Applications, Event sign in sheets, Parental Involvement Monthly School Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Reading FCAT 2.0 indicate that 91% of students achieved a level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the achievement of students scoring Level 3 or above by two percentage points to 93%.

G1.B1 The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B1.S1 Students will practice using and identifying evidence from the text to determine implied main ideas, plot, and author's purpose.

Action Step 1

Students will ingrain practices of justifying answers by going back to the text for support. Teachers will help students use graphic organizers and learn how to annotate a text in order to see patterns and summarize main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

Action Step 2

Students should practice analyzing author's perspective, diction, style, and rhetorical/literary techniques to understand how these elements influence the meaning of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-administration of Baseline and Interim Assessments

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series, Quizzes/Tests, and Interim Assessments

G1.B2 The area of deficiency for ninth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2) due to limited practice analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.

G1.B2.S1 Students will practice analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.

Action Step 1

Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and Post-Baseline and Interim Assessments

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

LLT, Administration, English Department Chair

Target Dates or Schedule

Ongoing and post- Baseline and Interim Assessments

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series, Quizzes/Tests, and Interim Assessments

G1.B3 The area of deficiency for ninth and tenth grade students in the Lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis - Fiction/Nonfiction due to limited practice to analyzing literary elements and figurative language.

G1.B3.S1 Identify students that scored Level 1-2 on the FCAT and assign them to Intensive Reading classes. Students will also participate in pull-out tutoring sessions with a reading teacher.

Action Step 1

Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

Action Step 2

Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects such as mystery, tension or surprise. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessment

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessment

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series, Quizzes/Tests, and Interim Assessments

G1.B3.S2 Identify 10th grade students that scored Level 2 and 3 on the tenth grade administration of the Reading FCAT 2.0 and provide academic preparation for college placement tests such as the PERT, CPT, ACT, and SAT.

Action Step 1

Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, SAT/ACT exams, PERT

Action Step 2

Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects such as mystery, tension or surprise. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, SAT/ACT exams, PERT

Plan to Monitor Fidelity of Implementation of G1.B3.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students and instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Practice college placement exams

Plan to Monitor Effectiveness of G1.B3.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students and instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, English Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative: PERT, ACT, SAT, or CPT exam

G1.B4 The area of deficiency for ninth and tenth grade students with disabilities (SWD) as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) and Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose, and evaluating information from text features and determining the validity and reliability of information from multiple sources.

G1.B4.S1 Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Action Step 1

Students will ingrain practices of justifying answers by going back to the text for support. Teachers will help students use graphic organizers and learn how to annotate a text in order to see patterns and summarize main points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

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

Students should practice analyzing author's perspective, diction, style, and rhetorical/literary techniques to understand how these elements influence the meaning of the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

Plan to Monitor Effectiveness of G1.B4.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Quizzes/Tests and Interim Assessments

G1.B4.S2 Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions.

Action Step 1

Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, STAR testing at the beginning of each semester, Interim Tests and FAIR Assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Formative Assessments - McDougal Littell Literature Series, Quizzes/Tests, and Interim Assessments

G1.B5 The area of deficiency for students scoring at or above achievement Level 4, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 2: Reading Application (LA.910.1.7.3; LA.910.1.7.2; LA.910.1.7.4; LA.910.1.7.5; LA.910.1.7.7) and Reporting Category 4: Informational Text/Research Process (LA.910.2.2.1; LA.910.6.2.2) due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose, and evaluating information from text features and determining the validity and reliability of information from multiple sources.

G1.B5.S1 Teachers will use enrichment strategies that focus on depth of knowledge and Pre-AP critical analysis strategies for college readiness in order to prevent regression.

Action Step 1

Teachers will use the enrichment strategies of encouraging students to read from a variety of texts with a focus on nonfiction and integrate Pre-AP close reading and critical thinking strategies into the curriculum. In addition, note-taking and annotation and Project Based Assessments will be incorporated in order to prevent regression.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Action Step 2

Students will continue to practice using and identifying details from advanced level passages to determine theme, plot and author's purpose. Students will continue to practice locating and verifying details, critically analyzing text and synthesizing details from multiple sources. Teachers will continue to ingrain practices of justifying answers and providing textual evidence to support arguments. Teachers will continue to emphasize instruction that helps students build stronger arguments and ensure a complete understanding of the skills being assessed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and Post-District Assessments

Evidence of Completion

Quizzes/Tests, Cumulative Assessments, Baseline and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration, English Department Chair

Target Dates or Schedule

Ongoing and post-District Assessments

Evidence of Completion

Formative: Baseline and Interim Assessments Summative Assessments - 2014 FCAT 2.0 Reading Assessment

G2. Our goal is that 88% of graduating seniors will demonstrate post-secondary readiness in Reading and 99% of students will demonstrate in Math as indicated by the SAT, ACT, CPT, or PERT.

G2.B1 Students will have limited opportunities to work one-one one or in small groups to address academic weaknesses in reading.

G2.B1.S1 All juniors will be given the PERT in the Spring to determine college readiness and English courses will be provided the following year according to English placement.

Action Step 1

Teachers will monitor students' progress and identify students that require intensive one-on-one instruction or after school tutoring. Students will practice reading comprehension and test taking strategies for tests of college readiness.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostic and cumulative tests, PSAT tests, FCAT 2.0 Results

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of PERT assessment to ensure progress and proper identification of students for English IV: College and Career Readiness. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing through diagnostic tests, progress monitoring, and post-administration of PERT assessment

Evidence of Completion

diagnostic tests, cumulative tests, curriculum progress monitoring.

Plan to Monitor Effectiveness of G2.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of PERT assessment to ensure progress and proper identification of students for English IV: College and Career Readiness. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post administration of the PERT assessment

Evidence of Completion

Diagnostic exams, cumulative exams

G2.B1.S2 Encourage students to take SAT/ACT classes and exams.

Action Step 1

Administration will make SAT preparation courses available after school and open enrollment to all students. SAT/ACT prep classes will be advertised by Activities and the PTSA as well as opportunities to take the exams. Teachers will encourage students to take the exams and provide test prep opportunities in their classes when appropriate. Students will have an opportunity to consult with student services about college and career readiness planning.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in SAT/ACT classes and registration data for SAT/ACT exams; SAT, ACT, CPT, PERT scores

Plan to Monitor Fidelity of Implementation of G2.B1.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of PERT assessment to ensure progress and proper identification of students for English IV: College and Career Readiness and/or Math IV: College and Career Readiness. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, English and Math Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Diagnostic and cumulative tests, PSAT tests, FCAT 2.0 Results

Plan to Monitor Effectiveness of G2.B1.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of PERT assessment to ensure progress and proper identification of students for English IV: College and Career Readiness and/or Math IV: College and Career Readiness. Instruction will adjust as necessary.

Person or Persons Responsible

The LLT, Administration, English and Math Department Chairs

Target Dates or Schedule

Ongoing through diagnostic tests, progress monitoring, and post-administration of PERT assessment

Evidence of Completion

Diagnostic tests, cumulative tests, curriculum progress monitoring.

G3. The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.

G3.B1 The areas of deficiency as noted on the 2013 FCAT Writes administration was writing applications due to students limited practices on essays with a focus on elaboration in expository essays and presenting detailed evidence and reasoning to support claims in effective arguments.

G3.B1.S1 During writing instruction, students will use graphic organizers/outline to draft and organize structure, reasons and evidence logically.

Action Step 1

Students will write routinely over extended time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative - District Baseline and Winter Interim Assessments, monthly writing prompts and cumulative assessments

Action Step 2

Students will introduce the claim about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. Students will support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or test using credible sources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative - District Baseline and Winter Interim Assessments, monthly writing prompts and cumulative assessments

Facilitator:

English Department

Participants:

English Department Teachers will attend; Social Studies, Science, and Academy teachers or Department Chairs will be invited to learn strategies to integrate in their curriculum.

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

FCIM will be implemented by ongoing data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration and English Department Chair

Target Dates or Schedule

Ongoing and Post-Baseline and Interim Assessments

Evidence of Completion

Formative: District Writing Assessments Summative: 2014 FCAT Writes 2.0

Plan to Monitor Effectiveness of G3.B1.S1

FCIM will be implemented by ongoing data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and English Department Chair

Target Dates or Schedule

Ongoing and post-District Writing Assessments

Evidence of Completion

Summative: 2014 FCAT Writes 2.0

G4. In 2013, 98% of all students enrolled in target mathematics courses made learning gains and 98% of students in the lowest 25% made learning gains. Our goal is to maintain this level of achievement in all courses.

G4.B1 Students in the lowest 25% making learning gains (98%) may have limited practice reading and solving problems on screen.

G4.B1.S1 Students experiencing great difficulty in reading and solving problems on the computer, working problems on paper, and answering questions on the screen will have opportunities to practice the process through infused technology in the math classroom.

Action Step 1

Students will have the opportunity to practice using technology in completing math problems on the computer and answering questions on screen. Teachers will adjust instruction as necessary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples

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

Review of projects and ongoing data-chats with departments, teachers, and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, Math Department Chair

Target Dates or Schedule

Ongoing and post-District Assessment

Evidence of Completion

Formative: Biweekly Assessments, District Interim Assessments, student work samples. Summative: EOC Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and post-District Assessments

Evidence of Completion

Formative: Biweekly Assessments, District Interim Assessments, student work samples. Summative: EOC Assessments

G4.B1.S2 Students will be encouraged to attend tutoring after school, as well as provided with resources such as Khan Academy videos, Learning Village Extended Learning Modules for Algebra I and Geometry, and supplemental work from their teachers allowing students the opportunity of enhancing and enriching the curriculum through additional practice.

Action Step 1

Teachers will support students with extracurricular opportunities to receive tutoring as well as provide students with materials to supplement and enhance the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction modified as needed.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and post-Data Assessments

Evidence of Completion

Samples of student work, quizzes/tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S2

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students help post-administration of Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments and Summative: Algebra and Geometry EOC 2014

G5. The results of the 2013 Algebra EOC Assessment indicate that 85% of our students achieved Level 3 and above. Our goal is to maintain the level of achievement on the 2014 Algebra EOC Assessment.

G5.B1 The results of the 2013 Algebra EOC Assessment indicate that 73%(10) Students with Disabilities had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom.

G5.B1.S1 Students will be provided with additional opportunities to solve multi-step equations, especially identifying the correct operations in different types of real world problems.

Action Step 1

Teachers will provide students with ongoing opportunities to identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction modified as needed.

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

Data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and post-Data Assessments

Evidence of Completion

Samples of student work, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments and Summative: Algebra 2014 EOC

G5.B2 The results of the 2013 Algebra EOC Assessment indicate that students achieving Level 3 proficiency (24%) had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom.

G5.B2.S1 Students will be provided with additional opportunities to solve multi-step equations, especially identifying the correct operations in different types of real world problems.

Action Step 1

Teachers will provide students with ongoing opportunities to identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction modified as needed.

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

Data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and post-Data Assessments

Evidence of Completion

Samples of student work, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments and Summative: Algebra 2014 EOC

G5.B3 The results of the 2013 Algebra EOC Assessment indicate that students achieving Level 4 and 5 proficiency (71%) had the greatest difficulty in Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics due to limited use of manipulative and real world applications for each classroom

G5.B3.S1 Students will be provided with additional opportunities to solve multi-step equations, especially identifying the correct operations in different types of real world problems.

Action Step 1

Teachers will provide students with ongoing opportunities to identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction modified as needed.

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

Data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and Post-District Assessments

Evidence of Completion

Samples of student work, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B3.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments and Summative: Algebra 2014 EOC

G6. The results of the 2013 Geometry EOC Assessment indicates that 95% of our students achieved Level 3 and above. Our goal is to maintain the levels of achievement on the 2014 Geometry EOC Assessment.

G6.B1 According to the results of the 2013 Geometry EOC assessment, 19 % of students achieved Level 3. The area of greatest difficulty for Level 3 students was Reporting Category 2 – Three-Dimensional Geometry due to limited opportunities to work hands on activities with three dimensional models to enable visualization and draw cross-sections of solids.

G6.B1.S1 Students need more hands on activities with three dimensional models to enable visualization and draw cross-sections of solids.

Action Step 1

Students will be provided with an opportunity to have hands on experience with three dimensional modes to enable visualization and draw cross-sections of solids. Students provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative weekly assessments and District Interim Data reports

Action Step 2

Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through group discovery geometry lessons imbedded on the textbook. Teachers will continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative weekly assessments and District Interim Data reports

Action Step 3

Students and subgroups identified after the Winter Interim Assessment as not making sufficient progress will be encouraged to attend tutoring after school, as well as provided with resources such as Khan Academy videos, Learning Village Extended Learning Modules for Geometry, and supplemental work from their teachers to enhance the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction will be modified and/or supplemented as needed.

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

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration and Math Department Head

Target Dates or Schedule

Ongoing and post- District Interim Assessments

Evidence of Completion

Quizzes/Tests, Cumulative Assessments, Baseline and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and Post-District Assessment

Evidence of Completion

Student work, Quizzes/Tests, Cumulative Assessments, Baseline and Interim Assessments

G6.B2 According to the results of the 2013 Geometry EOC assessment, 76% of students achieved Level 4-5. The area of greatest difficulty for Level 4 and 5 students was Reporting Category 2 – Three-Dimensional Geometry due to limited opportunities to work hands on activities with three dimensional models to enable visualization and draw cross-sections of solids.

G6.B2.S1 Students need more hands on activities with three dimensional models to enable visualization and draw cross-sections of solids, and enrichment activities that will develop concepts and skills through hands-on experiences.

Action Step 1

Students will be provided with an opportunity to have hands on experience with three dimensional modes to enable visualization and draw cross-sections of solids. Students provide statements and reasons in formal or informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports a conjecture.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative weekly assessments and District Interim Data reports

Action Step 2

Students will be given opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through group discovery geometry lessons imbedded on the textbook. Teachers will continue enforcing departmental guidelines for student learning notebooks proven to increase student achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative weekly assessments and District Interim Data reports

Action Step 3

Teachers will continue to provide students with enrichment activities like using geometers and Sketchpad, wherein the students will explore, compose, decompose, draw, classify and analyze three- dimensional solids which develop concepts and skills through hands-on experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative weekly assessments and District Interim Data reports

Action Step 4

Students and subgroups identified after the Winter Interim Assessment as not making sufficient progress will be encouraged to attend tutoring after school, as well as provided with resources such as Khan Academy videos, Learning Village Extended Learning Modules for Geometry, and supplemental work from their teachers to enhance the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from formative assessments will be analyzed and instruction will be modified and/or supplemented as needed.

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

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration and Math Department Head

Target Dates or Schedule

Ongoing and post- District Interim Assessments

Evidence of Completion

Quizzes/Tests, Cumulative Assessments, Baseline and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made and instruction is being differentiated.

Person or Persons Responsible

The LLT, Administration, and Math Department Chair

Target Dates or Schedule

Ongoing and Post-District Assessment

Evidence of Completion

Student work, Quizzes/Tests, Cumulative Assessments, Baseline and Interim Assessments
Summative Assessment: 2014 Geometry EOC

G7. According to the results of 2013 Biology 1 EOC, 96% of our students scored Level 3 or above with difficulties identified in critical thinking in the Reporting Category of Life Science. Our goal is to increase the percentage of students achieving Level 3 o

G7.B1 Students scoring Level 3 on the 2013 Biology 1 EOC Assessment (30%) have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B1.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Action Step 1

Teachers will schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities, with opportunities for students to make up missed lab sessions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples.

Facilitator:

Science Department Chair

Participants:

Biology Teachers will attend.

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

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration and Science Department Chair

Target Dates or Schedule

Ongoing and Post-District Assessment

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples

Plan to Monitor Effectiveness of G7.B1.S1

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, Science Department Chair

Target Dates or Schedule

Ongoing and post-District Assessments

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples Summative: 2014 Biology 1 EOC Assessments

G7.B2 Students scoring Level 4 and 5 on the 2013 Biology 1 EOC Assessment (66%) have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B2.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Action Step 1

Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples.

Facilitator:

Science Department Chair

Participants:

Biology teachers will attend; math and non-Biology teachers will be invited to integrate GIZMOS in their curriculum.

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

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration and Science Department Chair

Target Dates or Schedule

Ongoing and post-District Assessments

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples Summative: 2014 Biology 1 EOC Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Review of projects and ongoing data-chats with departments, teachers and students to monitor fidelity of student progress.

Person or Persons Responsible

The LLT, Administration, and Science Chair

Target Dates or Schedule

Ongoing and post-District Assessments

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples Summative: 2014 Biology 1 EOC Assessments

G8. Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions in each academy, and for students to participate in STEM AP Exams and CTE-STEM concentrators by 10%.

G8.B1 Adequate classroom time to practice and prepare for local and national competition within the block schedule.

G8.B1.S1 Provide students with extracurricular opportunities to practice and prepare for competitions.

Action Step 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions: VEX Robotics and FIRST (Engineering), HOSA (Biomedical), Fairchild Challenge (Environmental) and provide funding, classroom availability and equipment for successful competition.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

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

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions: VEX Robotics and FIRST (Engineering), HOSA (Biomedical), Fairchild Challenge (Environmental) and provide funding, classroom availability and equipment for successful competition.

Person or Persons Responsible

Administration and Academy Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

Plan to Monitor Effectiveness of G8.B1.S1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions: VEX Robotics and FIRST (Engineering), HOSA (Biomedical), Fairchild Challenge (Environmental) and provide funding, classroom availability and equipment for successful competition.

Person or Persons Responsible

Administration and Academy Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

G8.B2 Students taking multiple AP Level courses

G8.B2.S1 Provide students with extracurricular opportunities for after school and weekend tutoring in Advanced Placement Courses.

Action Step 1

We will work with students to establish a plan for careful selection of electives in order to increase the participation in STEM Advanced Placement courses and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher, Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in STEM Advanced Placement courses.

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

We will work with students to establish a plan for careful selection of electives in order to increase the participation in STEM Advanced Placement courses and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher, Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in STEM Advanced Placement courses.

Plan to Monitor Effectiveness of G8.B2.S1

We will work with students to establish a plan for careful selection of electives in order to increase the participation in STEM Advance Placement courses and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher, Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in STEM Advanced Placement courses.

G9. Our goal is to increase the opportunity for students to participate in CTE-STEM concentrators by 10% and identify opportunities for students and faculty to obtain industry certification.

G9.B1 Students taking multiple Advanced Placement courses or other electives instead of continuing with CTE-STEM concentrators.

G9.B1.S1 We will work with students to establish a plan for careful selection of electives in order to increase the participation in CTE-STEM concentrators and provide funding, course section availability and equipment for successful participation.

Action Step 1

We will work with students to establish a plan for careful selection of electives in order to increase the participation in CTE-STEM concentrators and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in CTE-STEM concentrators.

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

We will work with students to establish a plan for careful selection of electives in order to increase the participation in CTE-STEM concentrators and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in CTE-STEM concentrators.

Plan to Monitor Effectiveness of G9.B1.S1

We will work with students to establish a plan for careful selection of electives in order to increase the participation in CTE-STEM concentrators and provide funding, course section availability and equipment for successful participation.

Person or Persons Responsible

Administration and Academy Lead Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in CTE-STEM concentrators.

G10. Students will gain knowledge and skills in the concentration areas of The U.S. & Defense of the International Peace and Global Military, Political & Economic Challenges to score in the mid and upper level percentile on the 2014 US History EOC.

G10.B1 Students scoring in the middle third and below lack exposure to current events and information on the role the United States has played in global affairs.

G10.B1.S1 Students will have opportunities to research primary and secondary sources and provide research-based analysis of current issues.

Action Step 1

Teachers will have the opportunity to use district produced lesson plans will assessments aligned to the EOC benchmarks. Students will master US History related EOC vocabulary and interpreting primary and secondary resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular monitoring of District Interim Assessments and the 2014 US History EOC.

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration and Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administration and Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

G10.B2 Students scoring in the upper third require opportunities of scholastic enrichment and inquiry-based learning.

G10.B2.S1 Emphasis will be on in-depth understanding of Global Military, Political, and Economic Challenges with opportunities for students to write to inform and persuade.

Action Step 1

Teachers will provide students with opportunities to analyze their own data and participate in project-based learning activities. Students will demonstrate mastery of opposing points of view of a variety of issues and develop sound arguments to support their own positions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, Interim Assessments

Action Step 2

Teachers will provide students with opportunities to analyze their own data and participate in project-based learning activities. Students will demonstrate mastery of opposing points of view of a variety of issues and develop sound arguments to support their own positions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, Interim Assessments

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

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administration, Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests, Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

FCIM will be implemented by data analysis through curriculum council meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administration and Social Studies Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes/Tests and Interim Assessments

G11. Using criteria for the federal uniform graduation rate, our goal is to maintain 100% of students graduating in 4 years.

G11.B1 At-risk students may not be familiar with the resources available for students to meet graduation requirements.

G11.B1.S1 Student services chair and Administration will provide students and parents with graduation requirements and monitor enrollment logs that track at-risk students.

Action Step 1

Student services will monitor enrollment logs and track at-risk students. Student services will also encourage parental involvement by holding meetings regularly with parents of at-risk students until students have met graduation requirements.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

At-risk logs of students meeting graduation requirements.

Action Step 2

Student services Chair will identify and meet with at-risk students and discuss Student Progression Plan options and credit recovery programs and enroll students in respective programs.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

At-risk logs of students meeting graduation requirements.

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

Monitor at-risk student reports and maintain contact with students, parents, and Student Services

Person or Persons Responsible

MTSS/RtI, Administration, Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

At-Risk student graduation requirement reports

Plan to Monitor Effectiveness of G11.B1.S1

Monitor enrollment logs tracking at-risk students and parent rosters.

Person or Persons Responsible

MTSS/RtI, Administration, Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment logs tracking at-risk students

G12. In monitoring the Early Warning Systems, our school will decrease absentees and course failures while also improving student behavior to mitigate loss of instructional time.

G12.B1 In 2012-13 1% of students missed 10% or more of instructional time. In addition, 20% of ninth grade students had one or more absence within the first 20 days. Since TERRA is a magnet school, we do not provide district transportation and students must rely arrange their own transportation. Absences, both excused and excused, are occurring excessively due to travel time.

G12.B1.S1 Identify and refer students who may be developing a pattern of nonattendance to the MTSS/Rtl team for intervention services. Organize car-pool through PTSA. Select personnel will attend the Truancy Prevention professional development.

Action Step 1

Provide awareness of PTSA carpool service and communication network at Open House and Student Orientation. Also make students and parents aware of public transportation options in order to decrease absenteeism by 10%.

Person or Persons Responsible

Administration, Faculty, PTSA

Target Dates or Schedule

Beginning of the year (Open House and Student Orientation); Ongoing

Evidence of Completion

Rtl logs and attendance rosters

Action Step 2

Students developing a pattern of non-attendance will be referred to the MTSS/Rtl team. Students are placed on probation for violating the attendance requirement based on the magnet contract. Student services Chair will provide parents and students training on the Student Code of Conduct and the Consequences for non-compliance.

Person or Persons Responsible

Administrator or designee

Target Dates or Schedule

Ongoing

Evidence of Completion

ARC logs and attendance rosters, COGNOS for probation reports

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

Attendance reports will be monitored weekly to identify students that may be developing a pattern of nonattendance. Students will be provided with counseling and parental involvement in the process will be encouraged.

Person or Persons Responsible

Administration and Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G12.B1.S1

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

MTSS/Rtl and Administration, Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Service Logs, Data

G12.B2 In 2012-13, less than 1% of students in grade 9 failed two or more courses and/or had a grade point average less than 2.0. This may be due to difficulties in transitioning to high school and acclimating to the rigor of advanced courses.

G12.B2.S1 Identify and refer students who may be developing a pattern of failure to the MTSS/Rtl team for intervention services.

Action Step 1

Students failing a course will be referred to the MTSS/Rtl team. Students are placed on probation based on the magnet contract requirements. Student Services Chair will provide parents and students training on the Magnet Student Contract and the consequences for non-compliance.

Person or Persons Responsible

Administrator or designee

Target Dates or Schedule

Ongoing

Evidence of Completion

COGNOS for probation reports

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

Progress reports will be monitored bimonthly to identify students that may be having difficulty in achievement. Students will be provided with counseling and parental involvement in the process will be encouraged.

Person or Persons Responsible

Administration and Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress and Probation Reports

Plan to Monitor Effectiveness of G12.B2.S1

Progress reports will be monitored bimonthly to identify students that may be having difficulty in achievement. Students will be provided with counseling and parental involvement in the process will be encouraged.

Person or Persons Responsible

Administration and Student Services Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Probation and Progress Reports

G12.B3 In 2012-13 11% of students received two or more behavioral referrals and 1% of students received one or more behavior referrals that led to suspension. Students may be unaware of the Student Code of Conduct and Magnet Contract and the consequences for non-compliance.

G12.B3.S1 Provide incoming freshmen and their parents with information regarding discipline and dress code at the freshmen mentoring program orientation and at grade level orientations and open houses at the beginning of the school year.

Action Step 1

Administration will provide parents and students training on the Student Code of Conduct and the consequences for non-compliance. Students Services Chair will monitor COGNOS by grade level for behavior referrals.

Person or Persons Responsible

Administration and Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Probation Reports

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

Students showing a pattern of behavior infractions will be referred to the MTSS/RtI team. Students are placed on probation based on the magnet contract requirements. Student Services Chair will provide parents and students training on the Magnet Student Contract and the consequences for non-compliance.

Person or Persons Responsible

MTSS/RtI team, Administration, Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Probation Reports

Plan to Monitor Effectiveness of G12.B3.S1

Students showing a pattern of behavior infractions will be referred to the MTSS/RtI team. Students are placed on probation based on the magnet contract requirements. Student Services Chair will provide parents and students training on the Magnet Student Contract and the consequences for non-compliance.

Person or Persons Responsible

MTSS/RtI, Administration, Student Services Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos Probation Reports

G13. During the 2012-2013 school year, parent participation in school wide activities was 80%. Our goal for the 2013-2014 school year is to increase parent participation by 5 percentage points from 80% to 85%

G13.B1 Parents of incoming 9th graders have limited awareness of the PTSA due to unsuccessful recruiting campaigns. .

G13.B1.S1 PTSA and TERRA Faculty and Staff will implement campaign to increase PTSA membership and activity participation.

Action Step 1

Implement campaign to increase PTSA membership and activity participation by presenting at Freshman Orientation and Open House, as well as at Farmers Markets and school events.

Person or Persons Responsible

PTSA and Activities Director

Target Dates or Schedule

Beginning of the school year, ongoing

Evidence of Completion

Increase in PTSA Membership Applications

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

Review membership applications and participation.

Person or Persons Responsible

PTSA and Activities Director

Target Dates or Schedule

Beginning of the year, Ongoing

Evidence of Completion

Increased PTSA Membership Applications and participation

Plan to Monitor Effectiveness of G13.B1.S1

Review membership applications and participation, Review sign in sheets/logs to determine the number of parents attending school or community events.

Person or Persons Responsible

PTSA and Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

PTSA Membership Applications, Event sign in sheets, Parental Involvement Monthly School Reports

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: N/A

Title I, Part C: Migrant: N/A

Title I, Part D: N/A

Title II: TERRA will be establishing PLC (Professional Learning Communities) by dividing the faculty by department and discussing and implementing best practices, classroom management, and objectives for continued student achievement.

Title III: TERRA Receives \$2027 for the academic school year 2013-14 for English Language Learners (ELL) for academic tutorial programs.

Title X Homeless: N/A

Supplemental Academic Instruction(SAI): N/A

Violence prevention programs:

District Policy Against Bullying and Harassment (Policy 5517.01) is implemented at TERRA through Opening of School Procedures and training provided to staff, students, and parents/volunteers. In addition, the designated administrators (Mrs. Knepper-Illa and Mr. Sirven) will begin any investigation of bullying or harassment within 24 hours of an initial report.

The Youth Violence program will be implemented at TERRA through select kids that will attend workshops and will hold meetings to disseminate information to the student body. In addition, supplemental curriculum on Bullying and Violence Prevention will be made available to TERRA faculty.

Nutrition programs:

TERRA adheres to and implements the nutrition requirements during school breakfast and lunch and follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Nutrition education, as per state statute, is taught through physical education courses available at TERRA and/or through FLVS courses taken online.

Housing programs: N/A

Head Start: N/A

Adult Education: N/A

CTE and job training: N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G3. The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.

G3.B1 The areas of deficiency as noted on the 2013 FCAT Writes administration was writing applications due to students limited practices on essays with a focus on elaboration in expository essays and presenting detailed evidence and reasoning to support claims in effective arguments.

G3.B1.S1 During writing instruction, students will use graphic organizers/outline to draft and organize structure, reasons and evidence logically.

PD Opportunity 1

Students will introduce the claim about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. Students will support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or test using credible sources.

Facilitator

English Department

Participants

English Department Teachers will attend; Social Studies, Science, and Academy teachers or Department Chairs will be invited to learn strategies to integrate in their curriculum.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative - District Baseline and Winter Interim Assessments, monthly writing prompts and cumulative assessments

G7. According to the results of 2013 Biology 1 EOC, 96% of our students scored Level 3 or above with difficulties identified in critical thinking in the Reporting Category of Life Science. Our goal is to increase the percentage of students achieving Level 3 o

G7.B1 Students scoring Level 3 on the 2013 Biology 1 EOC Assessment (30%) have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B1.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

PD Opportunity 1

Teachers will schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities, with opportunities for students to make up missed lab sessions.

Facilitator

Science Department Chair

Participants

Biology Teachers will attend.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples.

G7.B2 Students scoring Level 4 and 5 on the 2013 Biology 1 EOC Assessment (66%) have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B2.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

PD Opportunity 1

Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Facilitator

Science Department Chair

Participants

Biology teachers will attend; math and non-Biology teachers will be invited to integrate GIZMOS in their curriculum.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Bi-weekly assessments, District Interim Assessments, student work samples.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 Reading FCAT 2.0 indicate that 91% of students achieved a level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the achievement of students scoring Level 3 or above by two percentage points to 93%.	\$2,027
G3.	The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.	\$2,000
Total		\$4,027

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Professional Development opportunities will be provided during early release days and scheduled Teacher Planning Days.	\$0	\$0	\$0
District provides GIZMOS.	\$0	\$0	\$0
District provides access to the programs listed above based on enrollment; Title III funding.	\$0	\$2,027	\$2,027
Principal allocates funds from budget for tutoring.	\$0	\$2,000	\$2,000
Total	\$0	\$4,027	\$4,027

Budget Details

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 91% of students achieved a level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the achievement of students scoring Level 3 or above by two percentage points to 93%.

G1.B3 The area of deficiency for ninth and tenth grade students in the Lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis - Fiction/Nonfiction due to limited practice to analyzing literary elements and figurative language.

G1.B3.S1 Identify students that scored Level 1-2 on the FCAT and assign them to Intensive Reading classes. Students will also participate in pull-out tutoring sessions with a reading teacher.

Action Step 1

Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across genres.

Resource Type

Professional Development

Resource

Reading strategies across the curriculum professional development.

Funding Source

Professional Development opportunities will be provided during early release days and scheduled Teacher Planning Days.

Amount Needed

\$0

Action Step 2

Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects such as mystery, tension or surprise. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing.

Resource Type

Evidence-Based Program

Resource

FCAT Explorer (Reading) and FCAT Focus, Reading Plus, Title III ELL Tutorial program.

Funding Source

District provides access to the programs listed above based on enrollment; Title III funding.

Amount Needed

\$2,027

G3. The results of the 2013 FCAT Writes indicate that 86% (436) of our students scored a Level 3.5-6.0. Our goal for the 2013-14 year is to increase the percentage of students scoring a Level 3.5-6.0 to 87%.

G3.B1 The areas of deficiency as noted on the 2013 FCAT Writes administration was writing applications due to students limited practices on essays with a focus on elaboration in expository essays and presenting detailed evidence and reasoning to support claims in effective arguments.

G3.B1.S1 During writing instruction, students will use graphic organizers/outline to draft and organize structure, reasons and evidence logically.

Action Step 2

Students will introduce the claim about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. Students will support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or test using credible sources.

Resource Type

Evidence-Based Program

Resource

The TERRA Writing Center provides peer-tutoring and teacher advisement after school for all students in order to prepare them for FCAT Writes, SAT/ACT, and AP exams.

Funding Source

Principal allocates funds from budget for tutoring.

Amount Needed

\$2,000

G7. According to the results of 2013 Biology 1 EOC, 96% of our students scored Level 3 or above with difficulties identified in critical thinking in the Reporting Category of Life Science. Our goal is to increase the percentage of students achieving Level 3 o

G7.B1 Students scoring Level 3 on the 2013 Biology 1 EOC Assessment (30%) have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B1.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Action Step 1

Teachers will schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities, with opportunities for students to make up missed lab sessions.

Resource Type

Evidence-Based Program

Resource

GIZMOS are included in the curriculum.

Funding Source

District provides GIZMOS.

Amount Needed

\$0

G7.B2 Students scoring Level 4 and 5 on the 2013 Biology 1 EOC Assessment (66%) have a difficulty developing proficiency in critical thinking techniques in the Reporting Category of Life Science due to limited access to hands on activities in labs exposure to more rigorous content.

G7.B2.S1 Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Action Step 1

Students will participate in more hands-on activities in the classroom. They will use concrete modes to visualize molecular concepts and implement GIZMOS in order to allow students to participate in interactive simulations targeting Life Science.

Resource Type

Evidence-Based Program

Resource

GIZMOS (interactive online simulation programs)

Funding Source

District provides GIZMOS.

Amount Needed

\$0