



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

American Senior High School

18350 NW 67TH AVE

Hialeah, FL 33015

305-557-3770

<http://american.dade.k12.fl.us/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 84%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

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

American Senior High School

Principal

Luis Diaz E

School Advisory Council chair

Tiffany N. Davis

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

Name	Title
Luis Diaz	Principal
Chantal Osborne	Assistant Principal
Franklin Glassford	Assistant Principal
Marion Rogers	Assistant Principal

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, adult/vocational principal – 1, UTD steward – 1, teachers – 5, parents – 6, educational support - 1, students – 4, BCR – 1, adult/vocational teacher – 1, adult/vocational student – 1; alternate educational support – 1, alternate parent – 1, alternate principal – 1, alternate student – 1, alternate teacher - 1

Involvement of the SAC in the development of the SIP

SAC met in May 2013 to review and discuss the recommendations that the faculty mad for the 2013-14 SIP. Several members of the SAC divided the SIP into sections to work on it over the summer. Also, SAC will review the draft of the 2013-14 SIP and make recommendations for changes on August 29th and review any changes made by the region at the September 12th meeting. After the faculty has an opportunity to review the SIP again, the SAC will vote on the approval of the SIP at the October 3rd meeting. Finally, the SIP will be reviewed at the SAC meetings on a monthly basis.

Activities of the SAC for the upcoming school year

SAC will meet on a monthly basis. In addition to the activities discussed above, the SAC will review the schools' student data after each interim assessment and discuss how the funds will be spent to support the implementation of strategies in the SIP.

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

- Literacy Strategies - Printing, copying, and laminating of posters, activities, word walls, etc.: \$1,900.00
- Strategies for Implementing Common Core Standards for Mathematics - Printing of overhead transparencies for modeling problem solving: \$1,700.00
- Implementation of the Common Core for Science - Printing and copying: \$1,875.00
- Implementation of FCAT 2.0 Writing Standards - Printing and copying \$1,900.00
- Raising Attendance rate - Incentives for attendance \$500.00
- Reducing indoor and outdoor suspension - Printing of the Student Code of Conduct \$800.00
- Increase communication of school-wide initiatives and services - Printing and copying \$500.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Luis Diaz E

Principal

Years as Administrator: 14

Years at Current School: 6

Credentials

BS and MS in Education and Specialist in Educational Leadership

Performance Record

2013 – School Grade: P
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 74 points

2012 – School Grade: A
 Rdg. Proficiency, 42%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 54points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 67 points

2011 – School Grade: C
 Rdg. Proficiency, 33%
 Math Proficiency, 64%
 Rdg. Lrg. Gains, 45 points
 Math Lrg. Gains, 66points
 Rdg. Imp. of Lowest 25% - 52 points
 Math Imp. of Lowest 25% - 60 points

2010 – School Grade: C
 Rdg. Proficiency, 33%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 46 points
 Math Imp. of Lowest 25% - 67 points

2009 – School Grade: C
 Rdg. Proficiency, 31%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 53 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 56 points
 Math Imp. of Lowest 25% - 70 points

Chantal Osborne

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Bachelor of Arts in English – Florida State University
 Master of Science - Nova Southeastern University

Performance Record

2013 – School Grade: C
 Rdg. Proficiency, 44%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AMO – 47
 Math AMO– 57

2012 – School Grade: NA
 Rdg. Proficiency, 79%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2011 – School Grade: NA
 Rdg. Proficiency, NA%
 Math Proficiency, NA%
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2010 – School Grade: NA
 Rdg. Proficiency, NA%
 Math Proficiency, NA%
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2009 – School Grade: NA
 Rdg. Proficiency, NA%
 Math Proficiency, NA%
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

Franklyn Glasford

Asst Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

BA in Accounting and MS in Educational Leadership Certification: Business Education, Educational Leadership, TC Cooperative Education

Performance Record

2013 – School Grade: P
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO – 49
 Math AMO– 37

2012 – School Grade: B
 Rdg. Proficiency, 36%
 Math Proficiency, 37%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 66 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 71 points
 Rdg. AMO – 55
 Math AMO– 51

2011 – School Grade: C
 Rdg. Proficiency, 28%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% - 68 points
 Math Imp. of Lowest 25% - 68 points
 Rdg. AMO – 31
 Math AMO– 33

2010 – School Grade: C
 Rdg. Proficiency, 28%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 68 points
 Math Imp. of Lowest 25% - 68 points

2009 – School Grade: D
 Rdg. Proficiency, 25%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 23 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 46 points
 Math Imp. of Lowest 25% - 70 points

Marion Rogers

Asst Principal

Years as Administrator: 22

Years at Current School: 2

Credentials

BS in History and Political Science
 Masters in Ed Leadership
 Ed. S. in Adult Ed Administration and Reading

Performance Record

2013 – School Grade: P
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO – 49
 Math AMO– 37
 2012 – School Grade: A
 Rdg. Proficiency, 42%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 54points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 67 points
 Rdg. AMO – 44
 Math AMO– 30
 2011 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA
 2010 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA
 2009 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA

Rdg. AMO – NA
Math AMO– NA

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tennille Martinez		
Full-time / School-based	Years as Coach: 6	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Professional Educator's: English 6-12. Reading K-12, Educational Leadership All grades Reading endorsed Masters Educational Leadership	
Performance Record	<p>2013 – School Grade: P Rdg. Proficiency, 41% Math Proficiency, 47% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 74 points Rdg. AMO – 49 Math AMO– 37</p> <p>2012 – School Grade: A Rdg. Proficiency, 42% Math Proficiency, 41% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 67 points Rdg. AMO – 44 Math AMO– 30</p> <p>2011 – School Grade: C Rdg. Proficiency, 33% Math Proficiency, 64% Rdg. Lrg. Gains, 45 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 60 points Rdg. AMO – 39 Math AMO– 24</p> <p>2010 – School Grade: C Rdg. Proficiency, 33% Math Proficiency, 69% Rdg. Lrg. Gains, 47 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 46 points Math Imp. of Lowest 25% - 67 points</p> <p>2009 – School Grade: C Rdg. Proficiency, 31% Math Proficiency, 68% Rdg. Lrg. Gains, 53 points Math Lrg. Gains, 75 points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 70 points</p>	

Allam Yazbek

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics

Credentials

Doctorate MD

Florida certified 6-12 Math and k-12 Health

Performance Record

2013 – School Grade: P
 Rdg. Proficiency, 41%
 Math Proficiency, 47%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 74 points
 Rdg. AMO – 49
 Math AMO– 37

2012 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2011 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2010 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA
 Rdg. AMO – NA
 Math AMO– NA

2009 – School Grade: NA
 Rdg. Proficiency, NA
 Math Proficiency, NA
 Rdg. Lrg. Gains, NA
 Math Lrg. Gains, NA
 Rdg. Imp. of Lowest 25% - NA
 Math Imp. of Lowest 25% - NA

Rdg. AMO – NA
Math AMO– NA

Yamika Galue

Full-time / School-based

Years as Coach: 6

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Bachelor in Elementary Education

Areas of Certification: Elementary Ed (K-6) with ESOL
Endorsement, SPED (K-12), Reading Endorsement (K-12),
Educational Leadership**Performance Record**

2013 – School Grade: C

Rdg. Proficiency, 49%

Math Proficiency, 44%

Rdg. Lrg. Gains, 68 points

Math Lrg. Gains, 61points

Rdg. Imp. of Lowest 25% - 72 points

Math Imp. of Lowest 25% - 62 points

Rdg. AMO – 59

Math AMO – 55

2012 – School Grade: A

Rdg. Proficiency, 72%

Math Proficiency, 74%

Rdg. Lrg. Gains, 80 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 80 points

Math Imp. of Lowest 25% - 63 points

Rdg. AMO – 69

Math AMO – 69

2011 – School Grade: B

Rdg. Proficiency, 63%

Math Proficiency, 58%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 61 points

Rdg. Imp. of Lowest 25% - 70 points

Math Imp. of Lowest 25% - 69 points

Rdg. AMO – 51

Math AMO – 46

2010 – School Grade: NA

Rdg. Proficiency, NA

Math Proficiency, NA

Rdg. Lrg. Gains, NA

Math Lrg. Gains, NA

Rdg. Imp. of Lowest 25% - NA

Math Imp. of Lowest 25% - NA

Rdg. AMO – NA

Math AMO– NA

2009 – School Grade: NA

Rdg. Proficiency, NA

Math Proficiency, NA

Rdg. Lrg. Gains, NA

Math Lrg. Gains, NA

Rdg. Imp. of Lowest 25% - NA

Math Imp. of Lowest 25% - NA
Rdg. AMO – NA
Math AMO– NA

Wendy Forteza

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Science

Credentials

Biology 6-12

Middle Grades Science 5-9

Educational Leadership All levels

Performance Record

2013 – School Grade: P

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74 points

Math Lrg. Gains, 80 points

Rdg. Imp. of Lowest 25% - 79 points

Math Imp. of Lowest 25% - 67 points

Rdg. AMO – 72

Math AMO– 51

2012 – School Grade: A

Rdg. Proficiency, 67%

Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 78 points

Math Imp. of Lowest 25% - 55 points

Rdg. AMO – 69

Math AMO– 46

2011 – School Grade: A

Rdg. Proficiency, 59%

Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% - 56 points

Math Imp. of Lowest 25% - 78 points

Rdg. AMO – 66

Math AMO– 41

2010 – School Grade: NA

Rdg. Proficiency, NA

Math Proficiency, NA

Rdg. Lrg. Gains, NA

Math Lrg. Gains, NA

Rdg. Imp. of Lowest 25% - NA

Math Imp. of Lowest 25% - NA

Rdg. AMO – NA

Math AMO– NA

2009 – School Grade: NA

Rdg. Proficiency, NA

Math Proficiency, NA

Rdg. Lrg. Gains, NA

Math Lrg. Gains, NA

Rdg. Imp. of Lowest 25% - NA

Math Imp. of Lowest 25% - NA

Rdg. AMO – NA
Math AMO– NA

Classroom Teachers

of classroom teachers

110

receiving effective rating or higher

110, 100%

Highly Qualified Teachers

58%

certified in-field

108, 98%

ESOL endorsed

21, 19%

reading endorsed

16, 15%

with advanced degrees

53, 48%

National Board Certified

3, 3%

first-year teachers

4, 4%

with 1-5 years of experience

2, 2%

with 6-14 years of experience

52, 47%

with 15 or more years of experience

53, 48%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Offer Professional Development on school site for current teachers so they can maintain their "Highly Qualified" status.
2. Review resumes that are sent to the administration and find the skills that match the schools need.
3. Notify teachers when certification is about to expire and e-mail them with recommendations.

Teacher Mentoring Program/Plan

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

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

The responsibility of the MINT Mentor was to meet with the new teacher on a regular basis for approximately 6-8 hours per month. The Mentor was required to maintain an online MINT Mentor E-Log which documented all Mentor-Mentee interactions and recommendations, as well as, an interactive journal of all e-mail communications with the Mentee. The Mentor assisted the Mentee with self-assessment and the development of his/her Professional Development Plan, short and long range goals, classroom management skills and instructional strategies. The Mentor provided curriculum resources such as lesson plans, instructional materials, literature, and web resources. Further, the Mentor assisted the new teacher in analyzing student data in order to improve instruction and conducted informal, non-evaluative observations of the new teacher for the purpose of providing constructive feedback.

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

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

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

Several members of the Leadership Team are also on the School Advisory Council (SAC). These members worked together with the principal and assistant principal of curriculum to develop the School Improvement plan (SIP). The other members of the Leadership Team provided feedback during the End-of-Year review of the 2012 - 2013 SIP. This feedback included information on the strategies that worked, what we should continue to do, and what instruction should do adjusted. This information was used to revise the current SIP and develop the SIP for the new school year.

Professional Learning Communities (PLC) will analyze and utilize data during lunch-time meetings to identify areas in need of re-teaching and share best practices.

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

The school's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Reading Department head/Coach – Tennille Martinez
- Language Arts Department head – Chance Benton

- Reading Coach – Yamika Galue

The reading coaches and language arts department head will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, monitoring progress, and analyzing student data.

- Mathematics Department head – Noel Gray

- Mathematics Coach – Allam Yazbek

Mathematics Coaches should assist in the monitoring of classroom instruction on a daily basis, provide instructional strategies for block/flexible scheduling, and take the lead in the implementation and utilization of technology-based curricular intervention programs.

- Media Specialist – Stephanie Orin

The media specialist will monitor the volume of the literature checked out by students. Also, the media specialist will assist students in selecting level appropriate reading materials. The media specialist will provide book check-out data to the reading coaches.

- Program Specialist – Jacqueline Carter

- Special education department head – Daniel Perez

- Student Services department head – Yixsi Quintana

- School Psychologist – Dr. Neil Hornstein

The student services department head and school psychologist will monitor process and collect data for students identified by the teacher as possibly in need of intervention. After analyzing the data the student, if it is decided that the student is in need of behavioral intervention and/or counseling, the special education department head and program specialist will coordinate and complete documentation for interventions.

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

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

The team will also be given the opportunity to review data and make recommendations based on the needs identified in the results and provide feedback to instructional staff.

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

Academic data will be gathered and analyzed using Edusoft, a web-based program, reports of the results for the mini-assessments and interim assessments in reading, mathematics, science and writing. Student grades, FAIR and FCAT assessment data will also be monitored. This will be used to determine professional development for faculty as indicated by student intervention and achievement needs. Behavioral data will be monitored by administration, student services, program specialist, and school psychologist is as follows:

- Student conduct grades
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

District support personnel will be available at the school on a weekly basis to guide the team through the process. Also, Reading Coach, School Psychologist and Program Specialist will be monitoring and supporting the process throughout the year.

Personnel will be provided professional development opportunities related to structure and function of MTSS.

Parents will be provided with an informational workshop during a PTSA meeting about MTSS.

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: 16,740

Peer Tutorial services before and after school through National Honor Society and Mu Alpha Theta for all content areas

After school teacher tutorials for all FCAT and EOC related subjects

Strategy Purpose(s)

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

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

Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.

Baseline, Fall Interim and Winter Interim data will be monitored as well.

Who is responsible for monitoring implementation of this strategy?

Administration will monitor the above mentioned data for effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday school teacher tutorials for all FCAT and EOC related subjects

Strategy Purpose(s)

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

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

? Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.
 ? Baseline, Fall Interim and Winter Interim data will be monitored as well.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional coaches will monitor the above mentioned data for effectiveness.

Strategy: Summer Program

Minutes added to school year: 0

? Summer Planning prior to “Opening of Schools” to prepare focus calendars for all core areas

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

? Data from bi-weekly mini-assessments for all FCAT and EOC subjects will be analyzed and used for instruction.
 ? Baseline, Fall Interim and Winter Interim data will be monitored as well.

Who is responsible for monitoring implementation of this strategy?

Administration and Instructional coaches will monitor the above mentioned data for effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Luis Diaz	Principal
Chantal Osborne	Assistant Principal of Curriculum
Franklin Gllasford	Assistant Principal
Marion Rogers	Assistant Principal
Tennille Martinez	Reading Department Head/Coach

Name	Title
Yamika Galue	Reading Coach
Chance Benton	ESOL/Language Arts Department Head
Noel Gray	Mathematics Department Head
Allam Yazbek	Mathematics Coach
Igor Medovoy	Science Department Head
Wendy Forteza	Science Coach
Victor Wisniski	Social Studies Department Head
Daniel Perez	ESE Department Head
Yixsi Quintana	Student Services Department Head
Tiffany Davis	Test Chairperson/Data Coach/EESAC Chairperson
Stephanie Orin	Media Specialist
Lyn Eimer	Activities Director
Marcus Gabriel	Athletic Director
Pam Scriven	Career and Technical Education Department Head
Annie Perez	Physical Education Department Head
Patrice DeGraff	Fine Arts Department Head

How the school-based LLT functions

The team will meet on a weekly basis throughout the school year. The principal may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as Just Read, Florida! Support staff to join. Core to the operational components of the LLT is the utilization of resources based on data analysis that indicates the needs of students. Furthermore, the team may identify the needs of teachers through data analysis. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Major initiatives of the LLT

The LLT will continue to discuss the enhancement of curriculum initiatives. The team will begin by reviewing past years data related to reading, writing, mathematics, science as well as any updates related to other course offerings. Student individual data will be the main focus of the opening of school with a goal setting objective of creating the best plan of action for success for each American Senior High student. The team will continuously monitor the school accountability categories and make decisions that will ensure compliance as well as success for the school year. The team will discuss district as well as region updates to ensure compliance. The team will share ideas as a collaborative group to promote best results school wide. An ongoing focus on rigor, relevance and high expectations will be discussed at weekly team meetings. Some of the incentives that will promote this year are movie

tickets, IPOD shuffles, and a school dance with DJ for students who show improvement on the Interim Assessments/FCAT and for attendance to tutorial sessions.

Every Teacher Contributes to Reading Instruction

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

The administrators will be conducting daily walk-throughs into all content classes to ensure Reading and Mathematics benchmarks are being utilized. Furthermore, the administration will hold "Teacher Data Chats" with every Language Arts and Reading teacher at the beginning of the school year where they will discuss the FCAT results of their students (i.e. identify strong and weak areas).

The Reading Coaches will conduct a professional development with all content and elective teachers to infuse reading strategies in everyday instruction. Grade 9 and 10 Language Arts, Reading, Science and Social Studies, and all elective classes will be using "Do Now" activities relative to the school-wide reading, focus calendar to begin daily instruction.

Mini and interim assessments will be used to measure the growth of student's skills. Every teacher will have access to the list of the students who are in the lowest 25% of Reading FCAT scores, FCAT score reports for each student, and Edusoft reports of Interim and Mini assessments as they become available throughout the year.

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

Our school offers students elective courses in art, business, technology, and career study. They also have the option of participating in one of the following seven Academies:

1. Academy of Biomedical Careers
2. Academy of Hospitality and Tourism
3. Academy of Information Technology
4. Engineering Academy for Student Excellence
5. Fine Arts Academy
6. Law Studies Academy
7. Undergraduate Studies Academy

Two of the academies being NAF-certified, leading to industrial certification. Many of these courses focus on job skills and offer students internships in the areas of Biomedical, Hospitality and Technology. The Law Studies Academy also offers internships to students. Our school's daily focus is to ensure academic rigor, relevance and relationships. Teachers are also provided reading materials, "Do Now" activities that are based on current events to incorporate into daily lessons.

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

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curriculum, academies, various academic organizations and extracurricular activities.

About one week after students receive their subject selections sheets and have had time to review them with their parents, students meet one-on-one with a counselor to review what requirements still need to be met in order to determine what classes they will take. The final course selection is sent home for parent's signature.

Throughout the school year the CAP advisor takes students on field trips to college fairs and campuses. She also arranges for recruiters from various schools to talk to students about the programs that their

institutions have to offer. The CAP advisor also has office hours during lunch and after school to discuss plans for after graduation with students individually.

Strategies for improving student readiness for the public postsecondary level

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at American High. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and Postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or the various computer labs around school.

The percentage of student who graduated from American in 2007 who took the SAT was 69.8% and ACT was 31.0%. American has a larger percentage of graduates taking the SAT than the District at 61.5% and the State at 56.8%. However, our percentage of students taking the ACT is lower than both the District at 36.4% and the State at 39.0%.

American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success. As the students from one grade level to the next, Student Services will monitor their progress throughout the years to verify that all requirements are met or in progress of being completed.

Also, various activities are held with the parents and students to assist in their transition from one level to the next such as:

- Articulation
- Freshmen orientation parent night
- Senior parent nights
- Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.

Using the Advanced Placement (AP) Readiness report provided by College Board after the PSAT, the Assistant Principal over curriculum (APC) and counselors identify the high achieving students who should be in AP and honors classes. The APC meets with the parents/guardians of all of the students in the report that are not already in AP classes to discuss the opportunities that are available the student.

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	49%	41%	No	54%
American Indian		0%		
Asian		53%		
Black/African American	43%	31%	No	49%
Hispanic	51%	44%	No	56%
White	56%	61%	Yes	60%
English language learners	25%	12%	No	33%
Students with disabilities	38%	24%	No	45%
Economically disadvantaged	47%	39%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	217	22%	32%
Students scoring at or above Achievement Level 4	174	18%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	40%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

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)	102	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	48	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	23%	31%

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.		61%	65%

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	324	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	47%	Yes	43%
American Indian		0%		
Asian		79%		
Black/African American	32%	43%	Yes	39%
Hispanic	38%	48%	Yes	44%
White	44%	43%	No	50%
English language learners	27%	30%	Yes	34%
Students with disabilities	38%	23%	No	45%
Economically disadvantaged	35%	47%	Yes	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	21%
Students scoring at or above Level 7		[data excluded for privacy reasons]	23%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		64%	68%
Students in lowest 25% making learning gains (EOC)		74%	77%

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.		40%	46%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	41%	44%
Students scoring at or above Achievement Level 4	35	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	26%	30%
Students scoring at or above Achievement Level 4	69	15%	17%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	35%	39%
Students scoring at or above Achievement Level 4	64	14%	15%

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)			
Participation in STEM-related experiences provided for students			

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
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			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	350	17%	16%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	177	34%	33%
Students with grade point average less than 2.0	543	28%	27%
Students who fail to progress on-time to tenth grade	8	2%	1%
Students who receive two or more behavior referrals	514	26%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	415	20%	19%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	32	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	297	86%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	87	80%	82%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	461	75%	77%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency by 10 percentage points to 32%.
- G2.** The result of the 2013 Algebra 1 End-of-Course (EOC) Test indicated that 41% of all students achieved level 3 proficiency. Our goal for the 2013-14 School Year is to increase level 3 student proficiency by 3 percentage point to 44%. The results of the
- G3.** The result of the 2013 Algebra 1 EOC Test indicated that 8% of all students achieved levels 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 10%.
- G4.** The results of the 2013 Geometry EOC Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase student level 3 proficiency by 4 percentage points to 30%.
- G5.** The results of the 2013 Geometry EOC Test indicate that 15% of students achieved level 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase student level 4 and 5 proficiency by 2 percentage points to 17%.
- G6.** The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 64% of students made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 4 percentage points to 68%.
- G7.** The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 3 percentage points to 77%.
- G8.** The results of the 2013 FAA Mathematics Test indicate that 17% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2013-14 school year is to increase level 4, 5, or 6 proficiency by 4 percentage points to 21%.
- G9.** The results of the 2013 FAA Mathematics Test indicate that 21% of students achieved level 7 proficiency. Our goal for the 2013-14 school year is to increase level 7 proficiency by 2 percentage points to 23%.
- G10.** The results of the 2012 Mathematics College Readiness assessment (ACT, PERT, and SAT) indicate that 40% of our students were "college ready." Our goal for the 2013-14 school year is to increase by 6 percentage points to 46%.
- G11.** The results of the 2012 FCAT Writing Test indicate that 66% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.5 or higher by 3 percentage points to 69%.

- G12.** The results of the 2013 U.S. History EOC assessment indicate that _% of students achieved proficiency. Our goal for the 2013-14 school year is to increase student proficiency by _ percentage points to _%.
- G13.** The results of the 2013 Biology EOC indicate that 35% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 4 percentage points to 39%.
- G14.** The results of the 2013 Biology EOC indicate that 14% of students achieved level 4 or 5 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 1 percentage point to 15%.
- G15.** Our goal for the 2013-14 school year is to increase the number of students enrolled in the Academy for Biomedical Careers, (ABC), Engineering Academy for Student Excellence (EASE) and participation in SECME club competitions by 5%.
- G16.** Our goal for the 2013-14 school year is to increase student achievement in Senior High School CTE academies by 5%.
- G17.** Our goal for the 2013-2014 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency by 10 percentage points to 32%.

Targets Supported

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

Resources Available to Support the Goal

- Interventionists and AMSCO booklest

Targeted Barriers to Achieving the Goal

- Deficiency in Literary Analysis (Category 3) prevents students from achieving proficiency in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.
- Deficiency in the Informational and Research Process category prevents level 4 and 5 students from achieving proficiency in as noted by the 2013 FCAT 2.0 Reading Test Results.
- Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.
- Deficiency in Reading Application (Category 2) prevents students from making sufficient learning gains in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.
- Deficiency in Vocabulary (Category 1) prevents students in the lowest 25% from making sufficient learning gains in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.
- According to the 2013 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. The Speaking section in need of the greatest improvement is Speaking – Extended Speech.
- According to the 2013 CELLA Reading results, the set of benchmarks in need of the greatest improvement are Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.
- Students inability to answers questions related to English grammar, sentence structure, write sentences and paragraphs. Lack of vocabulary preventing ELL students to write expository/ persuasive essay.
- Limited access to computers impedes the ability of students to acheive the college readiness score on assessments such as the P.E.R.T.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Reading Coaches and Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments, Reading Plus Reports. Summative: 2014 FCAT 2.0

G2. The result of the 2013 Algebra 1 End-of-Course (EOC) Test indicated that 41% of all students achieved level 3 proficiency. Our goal for the 2013-14 School Year is to increase level 3 student proficiency by 3 percentage point to 44%. The results of the

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 EOC assessment, students demonstrated difficulty in being able to successfully complete basic polynomial problems.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G3. The result of the 2013 Algebra 1 EOC Test indicated that 8% of all students achieved levels 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 10%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the result of the 2013 Algebra 1 EOC assessment, lack of success in the Rationals, Radicals, Quadratics, and Discrete Mathematics reporting category prevents students from achieving above proficiency levels.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G4. The results of the 2013 Geometry EOC Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase student level 3 proficiency by 4 percentage points to 30%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC assessment, students demonstrated difficulty in being able to successfully complete basic problems in the Trigonometry and Discrete Mathematics reporting categories.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G5. The results of the 2013 Geometry EOC Test indicate that 15% of students achieved level 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase student level 4 and 5 proficiency by 2 percentage points to 17%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC assessment, students demonstrated difficulty in being able to successfully complete basic problems in the Trigonometry and Discrete Mathematics reporting categories.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G6. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 64% of students made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 4 percentage points to 68%.

Targets Supported

- Math (High School, High School AMO's, High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G7. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 3 percentage points to 77%.

Targets Supported

- Math (High School, High School AMO's, High School FAA)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Interventionist for pullouts.

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G8. The results of the 2013 FAA Mathematics Test indicate that 17% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2013-14 school year is to increase level 4, 5, or 6 proficiency by 4 percentage points to 21%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G9. The results of the 2013 FAA Mathematics Test indicate that 21% of students achieved level 7 proficiency. Our goal for the 2013-14 school year is to increase level 7 proficiency by 2 percentage points to 23%.

Targets Supported

- Math (High School, High School FAA)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G10. The results of the 2012 Mathematics College Readiness assessment (ACT, PERT, and SAT) indicate that 40% of our students were "college ready." Our goal for the 2013-14 school year is to increase by 6 percentage points to 46%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Limited access to computers impedes the ability of students to achieve the college readiness score on assessments such as the P.E.R.T.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Math Coach, Math Department Head, and Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Interim Assessments, Mini-Assessments Summative: 2014 Algebra 1 and Geometry EOC

G11. The results of the 2012 FCAT Writing Test indicate that 66% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.5 or higher by 3 percentage points to 69%.

Targets Supported

- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students' lack of convention skills and grade level vocabulary prevents them from excelling on the FCAT Writing.

Plan to Monitor Progress Toward the Goal

Monitor the results of assessments

Person or Persons Responsible

Reading Coaches and Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District Pre-test, Mini-Assessments, District Mid-year assessment Summative: 2014 FCAT Writing 2.0

G12. The results of the 2013 U.S. History EOC assessment indicate that ___% of students achieved proficiency. Our goal for the 2013-14 school year is to increase student proficiency by ___ percentage points to ___%.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- According to the 2013 US History EOC Assessment, lack of success in the Late 19th and 20th Centuries reporting category prevents students from achieving proficiency.

Plan to Monitor Progress Toward the Goal

Utilize pacing guides, student work, and Edusoft generated reports derived from monthly mini-assessments.

Person or Persons Responsible

APs and Department Head

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Evaluation: Interim Assessments Summative Evaluation: 2014 U.S. History EOC Examination

G13. The results of the 2013 Biology EOC indicate that 35% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 4 percentage points to 39%.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting category prevent students from achieving proficiency. Understanding by students that Biology concepts are directly related to real life experiences.

Plan to Monitor Progress Toward the Goal

Collaborative meetings

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Pre/posttests, Mini and Interim assessments Summative: Biology EOC Examination

G14. The results of the 2013 Biology EOC indicate that 14% of students achieved level 4 or 5 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 1 percentage point to 15%.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting categories and answering some higher level questions prevents students from achieving level 4 and 5. Understanding by students that Biology concepts are directly related to real life experiences. An insufficient number of students are involved in advanced level life science classes and science related academies and clubs.

Plan to Monitor Progress Toward the Goal

Collaborative meetings

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative: Pre/posttests, Mini and Interim assessments Summative: Biology EOC Examination

G15. Our goal for the 2013-14 school year is to increase the number of students enrolled in the Academy for Biomedical Careers, (ABC), Engineering Academy for Student Excellence (EASE) and participation in SECME club competitions by 5%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students' lack of interest and knowledge of what engineering and technical careers entail.

Plan to Monitor Progress Toward the Goal

Monitor enrollment

Person or Persons Responsible

APC, EASE, and ABC academy leaders

Target Dates or Schedule:

quarterly

Evidence of Completion:

Enrollment of the Engineering and Biomedical academy in 2014

G16. Our goal for the 2013-14 school year is to increase student achievement in Senior High School CTE academies by 5%.

Targets Supported

- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students enroll in academies too late to complete CTE program or acquire the skills necessary for certification.

Plan to Monitor Progress Toward the Goal

monitor student participation in academy projects

Person or Persons Responsible

APC and CTE chairperson

Target Dates or Schedule:

quarterly

Evidence of Completion:

Enrollment into all academies in 2014

G17. Our goal for the 2013-2014 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Parents lack of concern for student daily attendance. Students lack of concern for being present and punctual. Students and parents are unfamiliar with the district's attendance policy.
- Students and parents are not familiar with the Student Code of Conduct.
- In order to continue the increase of the graduation rate, students need to become more familiar with changes in the graduation requirements.
- Difficulty in achieving course credits, lack of proficient test scores, and below average GPA cause student frustration, decrease in school participation, and decline in self-motivation.

Plan to Monitor Progress Toward the Goal

monitor the attendance rate throughout the year

Person or Persons Responsible

Administration, counselors, and attendance clerk

Target Dates or Schedule:

monthly

Evidence of Completion:

District attendance reports, Suspension totals, and graduation rate

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency by 10 percentage points to 32%.

G1.B1 Deficiency in Literary Analysis (Category 3) prevents students from achieving proficiency in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.

G1.B1.S1 Students will practice identifying multiple patterns of development, problem-and-solution activities, and close reading strategies to identify text-based evidence and support. Incorporation of FCAT 2.0 Questions Task Cards. Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed. Utilize grade-level appropriate textbooks and novels to analyze the use of literary elements (e.g. theme, POV, characterization, setting, plot) and figurative language (e.g. simile, metaphor, personification, hyperbole, symbolism, allusion, imagery) through the use of graphic organizers, concept maps, and close reading strategies.

Action Step 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and instruction staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Facilitator:

Reading Coaches

Participants:

APC, Reading Coaches, and instruction staff

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B1.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B2 Deficiency in the Informational and Research Process category prevents level 4 and 5 students from achieving proficiency in as noted by the 2013 FCAT 2.0 Reading Test Results.

G1.B2.S1 Increase use of complex texts from a variety of sources in tangent with core curriculum. Additionally, using FCAT Explorer and Reading Plus for additional support. Students will utilize instructional strategies (i.e., reciprocal teaching, question-and-answer relationships, note-taking skills, and summarization skills) in order to have a stronger understanding of how to critically analyze and synthesize a piece of text for deeper understanding. Graphic organizers and , FCAT 2.0 Questions Task Cards will assist in analyzing text structure and features to increase student comprehension. Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed.

Action Step 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B2.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B3 Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.

G1.B3.S1 Implement the use of "Unique Learning", an online program provided by the district that allows the students to work at their level taking their exceptionality into consideration

Action Step 1

incorporate the "Unique Learning" program into lessons

Person or Persons Responsible

Program Specialist and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Status reports

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

Classroom observations

Person or Persons Responsible

Administration and SPED Department head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observation logs

Plan to Monitor Effectiveness of G1.B3.S1

Will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor, and enrich concerned areas.

Person or Persons Responsible

Program Specialist and SPED department head

Target Dates or Schedule

Weekly

Evidence of Completion

Status Reports

G1.B4 Deficiency in Reading Application (Category 2) prevents students from making sufficient learning gains in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.

G1.B4.S1 Students will use literacy strategies (graphic organizers, summarization activities, QARs, marginal note taking, selective high lighting, and , FCAT 2.0 Questions Task Cards) to assist in determining implied/explicit main idea, author's purpose, and drawing conclusions. Utilizing data to promote rigor in classes by engaging students in higher order thinking questions. Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed.

Action Step 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B4.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B5 Deficiency in Vocabulary (Category 1) prevents students in the lowest 25% from making sufficient learning gains in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.

G1.B5.S1 Utilize the FAIR assessment to target student deficiencies through Differentiated Instruction in the Intensive Reading classes. Students will use of graphic organizers and word maps will be used to aide in comprehension. Targeting students' deficiencies by matching instructional materials to effectively instruct low-performing areas.

Action Step 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B5.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B6 According to the 2013 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. The Speaking section in need of the greatest improvement is Speaking – Extended Speech.

G1.B6.S1 Implement the Inside Hampton Brown Phonics Kit and audio CDs, LEA (Language Experience Approach), Modeling, Total Physical Response, Cooperative Learning (Group Reports/Projects), Role-play, Repetition

Action Step 1

Include differentiated instruction in classrooms to target skill deficiencies. Build background knowledge through the use of videos, class discussions, oral presentations, Discovery Education

Person or Persons Responsible

APC, Reading Coaches, and ESOL Instructional staff

Target Dates or Schedule

Daily

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and ESOL/Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B6.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Assessment(s) Hampton Brown Unit Assessments, CELLA Assessment 2014, classroom observations

G1.B7 According to the 2013 CELLA Reading results, the set of benchmarks in need of the greatest improvement are Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.

G1.B7.S1 Activate Prior Knowledge, focus on Key Vocabulary, use Task Cards, graphic organizers, reciprocal teaching, cooperative learning (Group Reports/Projects), Heritage Language/English Dictionary, Summarizing, Inside Assessment Handbook, FCAT 2.0 Questions Task Cards.

Action Step 1

ESOL and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B7.S1

Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed.

Person or Persons Responsible

Reading Coach, administrators, and ESOL/Language Arts Department Chair

Target Dates or Schedule

Weekly department and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B8 Students inability to answers questions related to English grammar, sentence structure, write sentences and paragraphs. Lack of vocabulary preventing ELL students to write expository/persuasive essay.

G1.B8.S1 Explicit instructions in spelling rules/strategies, root words, prefixes, suffixes, Greek and Latin root words, multiple meaning. Use prewriting strategies to generate ideas and formulate a plan. Use revising/editing charts, teacher conferencing, or peer editing. Create lists of sensory words, rhyming words, words with multiple meaning, idioms to assist in writing. Review writing samples to be able to identify punctuation, subject/verb agreement errors. Use of graphic organizers

Action Step 1

ESOL/Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and ESOL Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B8.S1

Develop and maintain a Writer's Notebook, Journal and/or portfolio. Use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details. The results from this assessment /evaluation tool will be used to guide and differentiate instruction by ELL teachers.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G1.B9 Limited access to computers impedes the ability of students to achieve the college readiness score on assessments such as the P.E.R.T.

G1.B9.S1 Infuse higher order thinking questions and close reading strategy for difficult and rigorously demanding text. Increase vocabulary study, specifically targeting SAT/ACT words. Reading and analysis of a variety of text related to literature. Students will connect to text by text markings and text-dependent written responses.

Action Step 1

All students will be given the opportunity to take the ACT/SAT. The CAP advisor will post the registration deadlines and test dates for ACT and SAT. All 10th grade students will take the PSAT to provide baseline data about students' college readiness.

Person or Persons Responsible

APC, Reading Coaches, and CAP advisor

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the PSAT, ACT, SAT, and PERT throughout the school year.

Action Step 2

Select 11th grade students will take the PERT Reading and Writing for dual enrollment or college readiness course eligibility.

Person or Persons Responsible

APC, Reading Coaches, and Test chairperson

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of the PERT throughout the school year.

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

Monitor instruction

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G1.B9.S1

Will utilize student work to maintain, monitor, and re-teach areas of deficiency

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the PSAT, ACT, SAT, and PERT throughout the school year.

G2. The result of the 2013 Algebra 1 End-of-Course (EOC) Test indicated that 41% of all students achieved level 3 proficiency. Our goal for the 2013-14 School Year is to increase level 3 student proficiency by 3 percentage point to 44%. The results of the

G2.B1 According to the results of the 2013 Algebra 1 EOC assessment, students demonstrated difficulty in being able to successfully complete basic polynomial problems.

G2.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Facilitator:

Math Coach

Participants:

APs, Math Coach, and Math Department head

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

Monitor and/or model instruction

Person or Persons Responsible

APs and Math Coach

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G2.B1.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G2.B1.S2 Implement after school tutoring for students in Algebra 1, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Math Coach, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Math Coach, and Math Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G2.B1.S2

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G3. The result of the 2013 Algebra 1 EOC Test indicated that 8% of all students achieved levels 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 10%.

G3.B2 According to the result of the 2013 Algebra 1 EOC assessment, lack of success in the Rationals, Radicals, Quadratics, and Discrete Mathematics reporting category prevents students from achieving above proficiency levels.

G3.B2.S1 Utilize differentiated tiered instruction techniques that foster exploratory and inquiry approaches to provide advanced students with opportunities to maintain or build on skills already mastered.

Action Step 1

Meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies

Person or Persons Responsible

Math Coach and Department Head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

Math Coach and APs

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G3.B2.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G4. The results of the 2013 Geometry EOC Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase student level 3 proficiency by 4 percentage points to 30%.

G4.B3 According to the results of the 2013 Geometry EOC assessment, students demonstrated difficulty in being able to successfully complete basic problems in the Trigonometry and Discrete Mathematics reporting categories.

G4.B3.S1 Implement after school tutoring for students in Geometry, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation. Provide the students with more practice creating logical arguments using real-life situations.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APs, Math Coach, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Math Coach, and Math Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G4.B3.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APs and Math Coach

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G4.B3.S2 Push-in and pull out will be implemented by interventionists.

Action Step 1

Interventionist will target student who showed a decrease from Fall to Winter.

Person or Persons Responsible

Math Coach and Administration

Target Dates or Schedule

Present- EOC Testing

Evidence of Completion

Geometry EOC posttest and Interventionist schedule with student names.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Math coach and administration will monitor interventionist by observations and mini-assessment results.

Person or Persons Responsible

Math coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessment result and interventionist schedule with student names.

Plan to Monitor Effectiveness of G4.B3.S2

Observations and analysis of data

Person or Persons Responsible

Administration and Math coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Assessment data and Interventionist schedule with student names.

G5. The results of the 2013 Geometry EOC Test indicate that 15% of students achieved level 4 and 5 proficiency. Our goal for the 2013-14 school year is to increase student level 4 and 5 proficiency by 2 percentage points to 17%.

G5.B4 According to the results of the 2013 Geometry EOC assessment, students demonstrated difficulty in being able to successfully complete basic problems in the Trigonometry and Discrete Mathematics reporting categories.

G5.B4.S1 Utilize differentiated tiered instruction techniques that foster exploratory and inquiry approaches to provide advanced students with opportunities to maintain or build on skills already mastered. Provide the students with more practice creating logical arguments using real-life situations.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APs, Math Coach, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Monitor and/or model instruction

Person or Persons Responsible

APC, Math Coach, and Math Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G5.B4.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APs, Math Coaches, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G6. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 64% of students made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 4 percentage points to 68%.

G6.B1 According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

G6.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Facilitator:

Math Coach

Participants:

APs, Math Coach, and Math Department head

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

Monitor and/or model instruction

Person or Persons Responsible

APs and Math Coach

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G6.B1.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G6.B1.S2 Implement after school tutoring for students in Algebra 1, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Math Coach, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Math Coach, and Math Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G6.B1.S2

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G7. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 3 percentage points to 77%.

G7.B1 According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

G7.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Facilitator:

Math Coach

Participants:

APs, Math Coach, and Math Department head

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

Monitor and/or model instruction

Person or Persons Responsible

APs and Math Coach

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G7.B1.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G7.B1.S2 Implement after school tutoring for students in Algebra 1, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Math Coach, and Instructional staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Math Coach, and Math Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G7.B1.S2

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Math Coach, Math Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G8. The results of the 2013 FAA Mathematics Test indicate that 17% of students achieved level 4, 5, or 6 proficiency. Our goal for the 2013-14 school year is to increase level 4, 5, or 6 proficiency by 4 percentage points to 21%.

G8.B5 Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.

G8.B5.S1 Utilize "News-2-You" which are news paper articles we use each week that help students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. News-2-You stands alone as the national newspaper for special education.

Action Step 1

Implement lessons from "Unique Learning."

Person or Persons Responsible

Program Specialist and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Status Reports

Plan to Monitor Fidelity of Implementation of G8.B5.S1

Classroom Observation

Person or Persons Responsible

Administration and SPED Department head

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs

Plan to Monitor Effectiveness of G8.B5.S1

Will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor, and enrich concerned areas.

Person or Persons Responsible

Program Specialist and SPED department head

Target Dates or Schedule

Weekly

Evidence of Completion

Status Reports

G8.B5.S2 Implement monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Action Step 1

Implement lessons from "Unique Learning."

Person or Persons Responsible

Program Specialist and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Status Reports

Plan to Monitor Fidelity of Implementation of G8.B5.S2

Classroom Observation

Person or Persons Responsible

Administration and SPED Department head

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs

Plan to Monitor Effectiveness of G8.B5.S2

Will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor, and enrich concerned areas.

Person or Persons Responsible

Program Specialist and SPED department head

Target Dates or Schedule

Weekly

Evidence of Completion

Status Reports

G9. The results of the 2013 FAA Mathematics Test indicate that 21% of students achieved level 7 proficiency. Our goal for the 2013-14 school year is to increase level 7 proficiency by 2 percentage points to 23%.

G9.B5 Students have a difficult time concentrating and retaining information pertaining to a specific task for long periods of time. Also, students' limited cognitive ability to complete grade level and age appropriate tasks.

G9.B5.S1 Utilize "News-2-You" which are news paper articles we use each week that help students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. News-2-You stands alone as the national newspaper for special education.

Action Step 1

Implement lessons from "Unique Learning."

Person or Persons Responsible

Program Specialist and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Status Reports

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Classroom Observation

Person or Persons Responsible

Administration and SPED Department head

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs

Plan to Monitor Effectiveness of G9.B5.S1

Will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor, and enrich concerned areas.

Person or Persons Responsible

Program Specialist and SPED department head

Target Dates or Schedule

Weekly

Evidence of Completion

Status Reports

G9.B5.S2 Implement monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Action Step 1

Implement lessons from "Unique Learning."

Person or Persons Responsible

Program Specialist and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Status Reports

Plan to Monitor Fidelity of Implementation of G9.B5.S2

Classroom Observation

Person or Persons Responsible

Administration and SPED Department head

Target Dates or Schedule

Daily

Evidence of Completion

Observation Logs

Plan to Monitor Effectiveness of G9.B5.S2

Will evaluate students eight times per school year via teacher observation and Status Report assessment to maintain, monitor, and enrich concerned areas.

Person or Persons Responsible

Program Specialist and SPED department head

Target Dates or Schedule

Weekly

Evidence of Completion

Status Reports

G10. The results of the 2012 Mathematics College Readiness assessment (ACT, PERT, and SAT) indicate that 40% of our students were "college ready." Our goal for the 2013-14 school year is to increase by 6 percentage points to 46%.

G10.B5 Limited access to computers impedes the ability of students to achieve the college readiness score on assessments such as the P.E.R.T.

G10.B5.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery that supports critical thinking involving real-life situations that require algebraic methods of problem-solving. All students will be given the opportunity to take the ACT/SAT. The CAP adviser will post the registration deadlines and test dates for ACT and SAT. All 10th grade students will take the PSAT to provide baseline data about students' college readiness. Select 11th grade students will take the PERT Mathematics for dual enrollment or college readiness course eligibility.

Action Step 1

Classroom observations

Person or Persons Responsible

Administrators and Coach

Target Dates or Schedule

Daily Walk-throughs

Evidence of Completion

Observation logs

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Classroom instruction

Person or Persons Responsible

Administrators and Coach

Target Dates or Schedule

Daily

Evidence of Completion

Observation logs

Plan to Monitor Effectiveness of G10.B5.S1

Will utilize student work to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Results of PSAT, ACT, SAT, and PERT throughout the school year

G11. The results of the 2012 FCAT Writing Test indicate that 66% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.5 or higher by 3 percentage points to 69%.

G11.B1 Students' lack of convention skills and grade level vocabulary prevents them from excelling on the FCAT Writing.

G11.B1.S1 Every 9th and 10th grade Language Arts class will continuously engage in the writing process by beginning with extensive vocabulary practice as part of their "Do Nows." Students will be placed in a Creative Writing class to help them improve the FCAT Writing scores. Students will participate in Writing Workshops given by a qualified teacher several times throughout the school year. Students will spend their Language Arts class periods discussing the elements of a proficient writing sample with more attention given to conventions. Students will be provided with Exemplar Papers for the FCAT Writing to all 9th and 10th grade students to model exemplary writing. Students will participate in monthly practice essays and have their essays evaluated by a professional essay scoring service (Write Score).

Action Step 1

Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Person or Persons Responsible

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

Facilitator:

Reading Coach

Participants:

APC, Reading Coaches, and Instructional staff

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

Monitor and/or model instruction

Person or Persons Responsible

APC, Reading Coaches, and Language Arts Department Head

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observational logs

Plan to Monitor Effectiveness of G11.B1.S1

Utilize student work, biweekly mini-assessment and Interim Assessment data to maintain, monitor, and re-teach areas of deficiency.

Person or Persons Responsible

APC, Reading Coaches, Language Arts Department Head

Target Dates or Schedule

Weekly lunch department meetings and coaches meetings

Evidence of Completion

Common planning, Lesson Study groups, and classroom walk-throughs will measure effectiveness.

G12. The results of the 2013 U.S. History EOC assessment indicate that _% of students achieved proficiency. Our goal for the 2013-14 school year is to increase student proficiency by _ percentage points to _%.

G12.B1 According to the 2013 US History EOC Assessment, lack of success in the Late 19th and 20th Centuries reporting category prevents students from achieving proficiency.

G12.B1.S1 Utilize literacy strategies (note taking skills, graphic organizers, concept maps, and essential questions) to comprehend subject content.

Action Step 1

Implementation of collaborative planning meetings to discuss best practices and use of pacing guides.

Person or Persons Responsible

APs and Social Studies Department Head

Target Dates or Schedule

monthly

Evidence of Completion

Results of mini-assessments

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

Monitor instruction

Person or Persons Responsible

APs

Target Dates or Schedule

daily walk-throughs

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G12.B1.S1

Social Studies Department Chairperson, APC, and instructional teachers will utilize pacing guides, student work, and Edusoft generated reports derived from biweekly mini-assessments.

Person or Persons Responsible

APs and Social Studies Department Head

Target Dates or Schedule

monthly

Evidence of Completion

Mini-Assessments

G13. The results of the 2013 Biology EOC indicate that 35% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 4 percentage points to 39%.

G13.B1 Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting category prevent students from achieving proficiency. Understanding by students that Biology concepts are directly related to real life experiences.

G13.B1.S1 Provide all students the opportunity to compare, contrast, interpret and analyze life science concepts through lab activities, classroom discussions and experiments. Expand the implementation of hands-on laboratory experiments, use Gizmos, Mimio and other forms of technology to provide real life science experiences that will make the students to understand where and how they can use their knowledge. Students in Biology will utilize Edgenuity computer program and Florida focus achieve, as needed, to reinforce skills and aid in unit recovery and reinforcement.

Action Step 1

Deliver instruction and assessment aligned with content standards. Implement, aligned with county pacing guide, schedule of pre/post assessments, interim assessments and monthly mini assessments.

Person or Persons Responsible

APs and Sciece Coach

Target Dates or Schedule

Daily

Evidence of Completion

Use Edusoft to analyze the data in terms of student growth and determine the instructional implications of student performance.

Facilitator:

Science Coach

Participants:

APs and Sciece Coach

Action Step 2

Collaborative planning for Biology teachers in order to collaborate and create actions and strategies for overall students' success. Use data and test results to modify instructional strategy.

Person or Persons Responsible

APs and Science Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Use Edusoft to analyze the data in terms of student growth and determine the instructional implications of student performance.

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

Monitoring of the delivery of instruction should include a combination of such things as checklists, peer feedback, and outside monitoring

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observation logs

Plan to Monitor Effectiveness of G13.B1.S1

Review lab reports, students' writing and other students' work. Conduct data chats with students.

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule

Weekly

Evidence of Completion

Data chat logs

G14. The results of the 2013 Biology EOC indicate that 14% of students achieved level 4 or 5 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 1 percentage point to 15%.

G14.B2 Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting categories and answering some higher level questions prevents students from achieving level 4 and 5. Understanding by students that Biology concepts are directly related to real life experiences. An insufficient number of students are involved in advanced level life science classes and science related academies and clubs.

G14.B2.S1 Working on higher order thinking questions. Provide all students the opportunity to compare, contrast, interpret and analyze life science concepts through lab activities, classroom discussions and experiments. Ramping up science skills by providing inquiry-based laboratory activities of life and environmental science systems, for students to make the connections to real-life experiences, and explain and write about their results and their experiences. Expand using Gizmos, Mimio and other forms of technology to provide real life science experiences, that will make the students understand where and how they can use their knowledge. Students in Biology will utilize Edgenuity computer program and Florida Focus Achieve, as needed, to reinforce skills and aid in unit recovery and reinforcement.

Action Step 1

Deliver instruction and assessment aligned with content standards. Implement, aligned with county pacing guide, schedule of pre/post assessments, interim assessments and monthly mini assessments.

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule

Daily

Evidence of Completion

Use Edusoft to analyze the data in terms of student growth and determine the instructional implications of student performance.

Facilitator:

Science Coach

Participants:

APC, Science Coach, Department chair

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Monitor and/or model

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Observation log

Plan to Monitor Effectiveness of G14.B2.S1

Review lab reports, students' journals, students' research papers and other students' work. Conduct data chats with students.

Person or Persons Responsible

APC, Science Coach, Department chair

Target Dates or Schedule

Weekly

Evidence of Completion

Mini and Interim assessments

G15. Our goal for the 2013-14 school year is to increase the number of students enrolled in the Academy for Biomedical Careers, (ABC), Engineering Academy for Student Excellence (EASE) and participation in SECME club competitions by 5%.

G15.B1 Students' lack of interest and knowledge of what engineering and technical careers entail.

G15.B1.S1 EASE conducts quarterly in-house SECME related competitions such as Bridge Building, Robotics, and Bottle Rockets that provide student with hands-on experience. Biomedical students will participate in HOSA competitions throughout the school year.

Action Step 1

monitor the success of the student competitions

Person or Persons Responsible

APC, EASE, and ABC academy leaders

Target Dates or Schedule

quarterly

Evidence of Completion

results of competition

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Observation of instruction in academy related courses

Person or Persons Responsible

APC, EASE, and ABC academy leaders

Target Dates or Schedule

Daily walk-throughs

Evidence of Completion

Participation in competitions

Plan to Monitor Effectiveness of G15.B1.S1

Monitor participation in academies and relative competitions

Person or Persons Responsible

APC, EASE, and ABC academy leaders

Target Dates or Schedule

monthly academy meetings

Evidence of Completion

Competition results

G16. Our goal for the 2013-14 school year is to increase student achievement in Senior High School CTE academies by 5%.

G16.B1 Students enroll in academies too late to complete CTE program or acquire the skills necessary for certification.

G16.B1.S1 CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction.

Action Step 1

Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

Person or Persons Responsible

Academy leaders and AP

Target Dates or Schedule

on-going

Evidence of Completion

Student projects

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Observation of classroom instruction

Person or Persons Responsible

CTE chairperson and AP

Target Dates or Schedule

daily walk-throughs

Evidence of Completion

student work

Plan to Monitor Effectiveness of G16.B1.S1

Monitors student progress

Person or Persons Responsible

APC and CTE chairperson

Target Dates or Schedule

monthly

Evidence of Completion

practice test results

G17. Our goal for the 2013-2014 school year is to decrease the dropout rate by 0.07 percentage points and to increase the graduation rate by 2 percentage points.

G17.B1 Parents lack of concern for student daily attendance. Students lack of concern for being present and punctual. Students and parents are unfamiliar with the district's attendance policy.

G17.B1.S1 Parents will be called when they receive 3 or more unexcused absences for a parent conference with administrator. Connect Ed messages will be sent out daily for students that are absent.

Action Step 1

A letter will be sent home on the 3rd absence to inform home. Students with 3 or more absences will be called down by counselor to discuss impact of absences. They will then sign a letter of acknowledgment that signifies their participation in conference.

Person or Persons Responsible

Administration, counselors, and attendance clerk

Target Dates or Schedule

As needed

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Monitor the attendance rate throughout the year

Person or Persons Responsible

Administration, counselors, and attendance clerk

Target Dates or Schedule

daily

Evidence of Completion

District attendance reports

Plan to Monitor Effectiveness of G17.B1.S1

monitor the attendance rate throughout the year

Person or Persons Responsible

Administration, counselors, and attendance clerk

Target Dates or Schedule

daily

Evidence of Completion

District attendance reports

G17.B2 Students and parents are not familiar with the Student Code of Conduct.

G17.B2.S1 ? Utilize the Student Code of Conduct by providing incentives for compliance as well as highlight students that have reflected appropriate behavior as compared to their past record.

Action Step 1

conduct a review of attendance bulletin as well as COGNOS suspension data

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

2013-14 Suspension totals

Plan to Monitor Fidelity of Implementation of G17.B2.S1

monitor the daily attendance bulletin as well as downloading the COGNO suspension report

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

COGNO suspension report

Plan to Monitor Effectiveness of G17.B2.S1

monitor the daily attendance bulletin as well as downloading the COGNOS suspension report

Person or Persons Responsible

The Administrative Team

Target Dates or Schedule

weekly

Evidence of Completion

COGNOS suspension report

G17.B3 In order to continue the increase of the graduation rate, students need to become more familiar with changes in the graduation requirements.

G17.B3.S1 Provide student and parent orientations related to graduation requirements.

Action Step 1

Discuss the Pupil Progression Plan in depth with all students. Provide parent workshops that will inform parents of new requirements as well as resources to receive further information.

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

student histories

Plan to Monitor Fidelity of Implementation of G17.B3.S1

Observations and meetings with student services

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Student and parent conference logs

Plan to Monitor Effectiveness of G17.B3.S1

monitor student histories

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Student TRACE Records and Dropout Data and Parent sign in rosters at meetings

G17.B4 Difficulty in achieving course credits, lack of proficient test scores, and below average GPA cause student frustration, decrease in school participation, and decline in self-motivation.

G17.B4.S1 Provide informative workshops for parents discussing the leading causes of student dropout and strategies to use with children at risk of not achieving goals.

Action Step 1

Provide students with course recovery opportunities through Adult Education, E2020, and Florida Virtual Schools.

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

student credit history

Plan to Monitor Fidelity of Implementation of G17.B4.S1

monitor student histories

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Student TRACE Records and Parent sign in rosters

Plan to Monitor Effectiveness of G17.B4.S1

monitor student histories

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Student TRACE Records and Dropout Data

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

At American High School, services are provided to guarantee students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Reading Coach and Department Heads develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and Supplemental Educational Services.

Title I, Part C- Migrant

American provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Does not apply to American High School.

Title II

We are a Title II district that uses supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided by the district for educational materials and ELL personnel support to improve English Language Learner students that speak languages other than Spanish and Haitian Creole.

Title VI, Part B - NA

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

American will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

At American, our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, bullying, harassment, stress, suicide, isolation, family violence, and other crises. The TRUST Specialist also sponsors the DFYIT program. The TRUST Specialist sponsors the DFYIT program and peer mediation.

Nutrition Programs

- 1) American adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) American's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Adult Education

High school completion courses are available to all eligible American High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

American houses six academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students to complete high school with a technical certificate.

Job Training - NA

Does not apply to American High School.

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency by 10 percentage points to 32%.

G1.B1 Deficiency in Literary Analysis (Category 3) prevents students from achieving proficiency in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.

G1.B1.S1 Students will practice identifying multiple patterns of development, problem-and-solution activities, and close reading strategies to identify text-based evidence and support. Incorporation of FCAT 2.0 Questions Task Cards. Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed. Utilize grade-level appropriate textbooks and novels to analyze the use of literary elements (e.g. theme, POV, characterization, setting, plot) and figurative language (e.g. simile, metaphor, personification, hyperbole, symbolism, allusion, imagery) through the use of graphic organizers, concept maps, and close reading strategies.

PD Opportunity 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Facilitator

Reading Coaches

Participants

APC, Reading Coaches, and instruction staff

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

G2. The result of the 2013 Algebra 1 End-of-Course (EOC) Test indicated that 41% of all students achieved level 3 proficiency. Our goal for the 2013-14 School Year is to increase level 3 student proficiency by 3 percentage point to 44%. The results of the

G2.B1 According to the results of the 2013 Algebra 1 EOC assessment, students demonstrated difficulty in being able to successfully complete basic polynomial problems.

G2.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

PD Opportunity 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Facilitator

Math Coach

Participants

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

G6. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 64% of students made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 4 percentage points to 68%.

G6.B1 According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

G6.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

PD Opportunity 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Facilitator

Math Coach

Participants

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

G7. The results of the 2013 Algebra 1, Geometry EOC, and FAA Tests indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2013-14 school year is to increase learning gains by 3 percentage points to 77%.

G7.B1 According to the results of the 2013 Algebra 1 and Geometry EOC assessments, students demonstrated difficulty in being able to successfully complete basic polynomial, trigonometric and discrete mathematics problems.

G7.B1.S1 Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

PD Opportunity 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Facilitator

Math Coach

Participants

APs, Math Coach, and Math Department head

Target Dates or Schedule

Weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

G11. The results of the 2012 FCAT Writing Test indicate that 66% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.5 or higher by 3 percentage points to 69%.

G11.B1 Students' lack of convention skills and grade level vocabulary prevents them from excelling on the FCAT Writing.

G11.B1.S1 Every 9th and 10th grade Language Arts class will continuously engage in the writing process by beginning with extensive vocabulary practice as part of their "Do Nows." Students will be placed in a Creative Writing class to help them improve the FCAT Writing scores. Students will participate in Writing Workshops given by a qualified teacher several times throughout the school year. Students will spend their Language Arts class periods discussing the elements of a proficient writing sample with more attention given to conventions. Students will be provided with Exemplar Papers for the FCAT Writing to all 9th and 10th grade students to model exemplary writing. Students will participate in monthly practice essays and have their essays evaluated by a professional essay scoring service (Write Score).

PD Opportunity 1

Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Facilitator

Reading Coach

Participants

APC, Reading Coaches, and Instructional staff

Target Dates or Schedule

weekly lunch department meetings

Evidence of Completion

Student results of bi-weekly assessments

G13. The results of the 2013 Biology EOC indicate that 35% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 4 percentage points to 39%.

G13.B1 Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting category prevent students from achieving proficiency. Understanding by students that Biology concepts are directly related to real life experiences.

G13.B1.S1 Provide all students the opportunity to compare, contrast, interpret and analyze life science concepts through lab activities, classroom discussions and experiments. Expand the implementation of hands-on laboratory experiments, use Gizmos, Mimio and other forms of technology to provide real life science experiences that will make the students to understand where and how they can use their knowledge. Students in Biology will utilize Edgenuity computer program and Florida focus achieve, as needed, to reinforce skills and aid in unit recovery and reinforcement.

PD Opportunity 1

Deliver instruction and assessment aligned with content standards. Implement, aligned with county pacing guide, schedule of pre/post assessments, interim assessments and monthly mini assessments.

Facilitator

Science Coach

Participants

APs and Sciece Coach

Target Dates or Schedule

Daily

Evidence of Completion

Use Edusoft to analyze the data in terms of student growth and determine the instructional implications of student performance.

G14. The results of the 2013 Biology EOC indicate that 14% of students achieved level 4 or 5 proficiency. Our goal for the 2013-14 school year is to increase number of students achieving proficiency by 1 percentage point to 15%.

G14.B2 Biology EOC Assessment results show that lack of success in the Molecular and Cellular Biology reporting categories and answering some higher level questions prevents students from achieving level 4 and 5. Understanding by students that Biology concepts are directly related to real life experiences. An insufficient number of students are involved in advanced level life science classes and science related academies and clubs.

G14.B2.S1 Working on higher order thinking questions. Provide all students the opportunity to compare, contrast, interpret and analyze life science concepts through lab activities, classroom discussions and experiments. Ramping up science skills by providing inquiry-based laboratory activities of life and environmental science systems, for students to make the connections to real-life experiences, and explain and write about their results and their experiences. Expand using Gizmos, Mimio and other forms of technology to provide real life science experiences, that will make the students understand where and how they can use their knowledge. Students in Biology will utilize Edgenuity computer program and Florida Focus Achieve, as needed, to reinforce skills and aid in unit recovery and reinforcement.

PD Opportunity 1

Deliver instruction and assessment aligned with content standards. Implement, aligned with county pacing guide, schedule of pre/post assessments, interim assessments and monthly mini assessments.

Facilitator

Science Coach

Participants

APC, Science Coach, Department chair

Target Dates or Schedule

Daily

Evidence of Completion

Use Edusoft to analyze the data in terms of student growth and determine the instructional implications of student performance.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. The results of the 2013 FCAT 2.0 Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase level 3 proficiency by 10 percentage points to 32%.

G1.B1 Deficiency in Literary Analysis (Category 3) prevents students from achieving proficiency in this reporting category as noted by the 2013 FCAT 2.0 Reading Test results.

G1.B1.S1 Students will practice identifying multiple patterns of development, problem-and-solution activities, and close reading strategies to identify text-based evidence and support. Incorporation of FCAT 2.0 Questions Task Cards. Use of Common Board Configuration components (doable objective, essential questions, learning goals, and home learning) and bell-to-bell instruction to ensure targets and deficiencies are addressed. Utilize grade-level appropriate textbooks and novels to analyze the use of literary elements (e.g. theme, POV, characterization, setting, plot) and figurative language (e.g. simile, metaphor, personification, hyperbole, symbolism, allusion, imagery) through the use of graphic organizers, concept maps, and close reading strategies.

Action Step 1

Reading and Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. The result of the 2013 Algebra 1 End-of-Course (EOC) Test indicated that 41% of all students achieved level 3 proficiency. Our goal for the 2013-14 School Year is to increase level 3 student proficiency by 3 percentage point to 44%. The results of the

G2.B1 According to the results of the 2013 Algebra 1 EOC assessment, students demonstrated difficulty in being able to successfully complete basic polynomial problems.

G2.B1.S2 Implement after school tutoring for students in Algebra 1, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. The results of the 2013 Geometry EOC Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2013-14 school year is to increase student level 3 proficiency by 4 percentage points to 30%.

G4.B3 According to the results of the 2013 Geometry EOC assessment, students demonstrated difficulty in being able to successfully complete basic problems in the Trigonometry and Discrete Mathematics reporting categories.

G4.B3.S1 Implement after school tutoring for students in Geometry, in particular for students in intensive classes. Provide incentives linked to grades in intensive courses for participation. Provide the students with more practice creating logical arguments using real-life situations.

Action Step 1

Department will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G11. The results of the 2012 FCAT Writing Test indicate that 66% of students achieved FCAT levels 3 or higher. Our goal for the 2012-13 school year is to increase number of students achieving levels 3.5 or higher by 3 percentage points to 69%.

G11.B1 Students' lack of convention skills and grade level vocabulary prevents them from excelling on the FCAT Writing.

G11.B1.S1 Every 9th and 10th grade Language Arts class will continuously engage in the writing process by beginning with extensive vocabulary practice as part of their "Do Nows." Students will be placed in a Creative Writing class to help them improve the FCAT Writing scores. Students will participate in Writing Workshops given by a qualified teacher several times throughout the school year. Students will spend their Language Arts class periods discussing the elements of a proficient writing sample with more attention given to conventions. Students will be provided with Exemplar Papers for the FCAT Writing to all 9th and 10th grade students to model exemplary writing. Students will participate in monthly practice essays and have their essays evaluated by a professional essay scoring service (Write Score).

Action Step 1

Language Arts will meet to disseminate information. Teachers will collaborate to discuss best practices for implementation of strategies.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed