



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Medical Academy For Science And Technology  
(M.A.S.T.) @ Homestead

1220 NW 1ST AVE

Homestead, FL 33030

305-257-4500

<http://mastmedical.dadeschools.net>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 69%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 85%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b>
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Medical Academy For Science/Tech @ Homestead

##### Principal

Lisa Noffo S

##### School Advisory Council chair

Eida Delafuente

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

Name	Title
Lisa Noffo	Principal
Ada M. Montero	Assistant Principal
Dana Baugh	Student Services Chair
Nichol Martinez	Lead Teacher
Linda Weinstein	Activities Director

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. There is a Chairperson, UTD/union steward, representative for the ESE students.

The membership is composed of Principal 1, Teachers 5, Alternate Teachers 1, Educational Support 1, Alternate Educational Support 1, Parents 6, Alternate Parent 1, Student 2, Alternate Student 1, Business Committee Representative 2

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

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

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

The SAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

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

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan. A portion of the funds are allotted for student learning incentives, with the remainder of the funds divided evenly amongst the departments for learning incentives. Language Arts incentives \$437.00, Writing Incentives \$437.00, Mathematics Incentives \$437.00, Science Incentives \$437.00, CTE/STEM Incentives \$437.00, and Social Studies Incentives \$437.00.

**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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Lisa Noffo S**

Principal

Years as Administrator: 14

Years at Current School: 2

**Credentials**

Master of Science Degree  
in Educational Leadership  
Bachelors of Science Degree in Health and  
Physical Education  
Certification in Physical  
Education, Biology, MG  
General Science, Middle Grades, School Principal

**Performance Record**

2013 – School Grade – A  
Reading Levels 3-5 82%,  
Math Levels 3-5 89%,  
Reading Learning Gains 79%  
Math Learning Gains 73%  
Reading Lowest 25% 74%  
Math Lowest 25% 73%  
Reading Progress Yes  
Math Progress Yes  
2012 – School Grade – A  
Reading Proficiency 77%, Math Proficiency 96%, Reading Lowest  
25% (36) 65%  
Reading AMO - No  
Math AMO - Yes  
Principal of New World School of the Arts  
2010-2011  
Grade A, Reading Mastery 86%, Math Mastery 84%, Science  
Mastery N/A  
AYP, No  
Principal of Palmetto Middle School  
2009-2010  
Grade A, Reading Mastery 83%, Math Mastery 83%, Science  
Mastery N/A  
AYP, No  
Principal of Palmetto Middle School  
2008-2009  
Grade A, Reading Mastery 83%, Math Mastery 81%, Science  
Mastery N/A  
AYP, No



**Ada M. Montero**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

Master of Science Degree  
in Educational Leadership  
Bachelor of Arts Degree in Art and Art Education  
Certification in Art K-12 and Educational Leadership K-12

**Performance Record**

2013 – School Grade – A  
Reading Levels 3-5 82%,  
Math Levels 3-5 89%,  
Reading Learning Gains 79%  
Math Learning Gains 73%  
Reading Lowest 25% 74%  
Math Lowest 25% 73%  
Reading Progress Yes  
Math Progress Yes  
2012 – School Grade – A  
Reading Proficiency 63%,  
Math Proficiency 50%,  
Reading Lowest 25% (36) 65%  
Reading AMO - No  
Math AMO - Yes  
Assistant Principal of Medical Academy for Science & Technology  
@ Homestead  
2010-2011  
NO GRADE,  
Reading Mastery 55%,  
Math Mastery N/A,  
Science Mastery N/A  
AYP: N/A

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

26

**# receiving effective rating or higher**

26, 100%

**# Highly Qualified Teachers**

58%

**# certified in-field**

26, 100%

**# ESOL endorsed**

3, 12%

**# reading endorsed**

3, 12%

**# with advanced degrees**

9, 35%

**# National Board Certified**

1, 4%

**# first-year teachers**

2, 8%

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

8, 31%

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

12, 46%

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

4, 15%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**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. Regular monthly meetings with early career teachers and teachers new to the school; Lisa Noffo, Principal

2. Mentor Teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed; Lisa Noffo, Principal
3. Regular professional learning period activities focused on development and alignment of instructional activities; Ada M. Montero, Assistant Principal
4. Principal solicits referrals from current teaching staff for potential new hires; Lisa Noffo Principal

### **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**

New teachers are paired with veteran teachers within their own department in an effort to assist the rookie teacher with the day to day support.

Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction.

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

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

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

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

Identify the school-based MTSS/ RtI leadership team.

- Lisa Noffo, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ RtI plans and activates the school will provide to effectively enhance student achievement.
- Adalis Garcia, Exceptional Student Education (ESE) teachers: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Cindy Granberry, Reading Instructional Specialist: Supports and provides Instruction through professional development and in class co-teaching on the Implementation of data driven Instruction in

the K-12 reading plan; facilitates and supports data collection and decision making activities.

- Maria Padrera, School Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- Jose Batista, Technology Specialist: Provides support necessary to teachers and staff regarding the management and display of data.
- Aimee Molina-Davis, Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.

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

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

### **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**

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Fall Interim Assessments through Edusoft, in house pre-assessments in all content areas
- Progress Monitoring: Northwest Evaluation Association benchmark test (NWEA), Diagnostic Assessment for Reading (DAR) on-going when needed, Winter Interim Assessments through Edusoft
- Midyear: Florida Assessment for Instruction in reading (FAIR), in house mid-term exams in all content areas
- End of year: FAIR, FCAT, in house final exams in all content areas, Spring Interim Assessments through Edusoft
- Frequency of Data Days: once a month for data analysis/data charts
- Behavior: Monitor suspension and attendance rates

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

The Rtl team will create a needs assessment for professional development. Professional development will be provided in the areas of CRISS Strategies, Reciprocal Teaching, Classroom Management, and Differentiated Instruction.

The team will meet regularly, collect feedback, analyze and provide support as needed.

### **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:** 7,200

The school has adopted a Reading and Writing across the curriculum initiative implemented in an afterschool program. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Usage of content area textbooks in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies. Regular professional development activities are scheduled throughout the school year in order to keep the faculty at the cutting edge of instruction. Students use a variety of researched based computer programs to remediate skills. In addition, tutoring services are provided afterschool to all students throughout the school year.

**Strategy Purpose(s)**

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

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

Data is collected through the school year. Students are administered the Baseline, Fall interim, Winter Interim and FCAT or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

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

Principal and Assistant Principal

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Lisa Noffo	Principal
Ada M. Montero	Assistant Principal
Eida Delafuente	Language Arts Department Chair
Loris Carter	Mathematics Department Chair
Lema Gilliard	Science Department Chair
Adalis Garcia	ESE and ESOL
Cindy Grandberry	Reading

**How the school-based LLT functions**

The functions of the LLT include determining how to best meet the needs of all students in order to help students achieve academic goals both in high school and beyond.

The principal will provide the necessary resources to the LLT team, which will meet monthly to discuss research, based best practices in reading instruction, assessment and observational data in order to make instructional and programmatic decisions. The Literacy Leadership Team will work to guarantee fidelity of implementation of the K-12 CRRP. The team uses data to identify the best resources that address the needs of the identified students.

### **Major initiatives of the LLT**

A major initiative of the LLT is to build the school wide capacity in the area of literacy by establishing model classrooms; conferencing with teachers and administrators; providing professional development, reviewing progress-monitoring data at the grade/classroom level and identify students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons, the Literacy Leadership Team will analyze data collected from assessments as they are administered throughout the school year and provide guidance as necessary.

## **Every Teacher Contributes to Reading Instruction**

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

The school has adopted a Reading and Writing across the curriculum initiative. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Usage of content area textbooks in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies. Coaches will also be assigned to teachers who are demonstrating signs of struggling with the implementation of reading strategies in the content areas.

## **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**

MAST@Homestead offers the following Career Academies:

Biomedical

Physical Therapy

Pharmaceutical Sciences

The academies offer a multitude of programs designed to meet the interests of any student interested in the medical industry.

Students will work with state of the art equipment, school site working labs, direct clinical experiences on site medical facilities and high level math and science courses provide students with a well-rounded background to meet today's medical needs. The school also works with Homestead Hospital, Miami Dade College, Florida International University to allow students to view and experience hands on activities in the medical profession.

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans.

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

MAST@Homestead will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, MAST@Homestead will maintain a collaborative relationship with state and national colleges, universities and vocational programs. MAST@Homestead will facilitate students with current and accurate information through the post-graduation transition process. MAST @ Homestead has invited colleges, universities and professionals in the health care field to speak with the students. MAST also provided a career fair where over 30 professionals in the health care field attended and spoke with all students.

## 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	67%	82%	Yes	70%
American Indian		0%		
Asian		0%		
Black/African American	62%	80%	Yes	66%
Hispanic	67%	82%	Yes	70%
White		60%		
English language learners		0%		
Students with disabilities		60%		
Economically disadvantaged	59%	78%	Yes	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	29%	30%
Students scoring at or above Achievement Level 4	163	53%	54%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%



**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)	10	83%	85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		78%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

**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	121	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		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	54%	89%	Yes	59%
American Indian		0%		
Asian		100%		
Black/African American		91%		
Hispanic	52%	88%	Yes	57%
White		60%		
English language learners		0%		
Students with disabilities		60%		
Economically disadvantaged	51%	88%	Yes	56%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		73%	76%
Students in lowest 25% making learning gains (EOC)		73%	76%

**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.		0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	68%	70%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	34%	35%
Students scoring at or above Achievement Level 4	63	46%	47%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	40%	41%
Students scoring at or above Achievement Level 4	68	46%	46%

**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)	10		12
Participation in STEM-related experiences provided for students	380	100%	100%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	386	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		92%	95%
Students taking one or more advanced placement exams for STEM-related courses	18	5%	8%
CTE-STEM program concentrators	386		470
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	109	28%	31%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	41	38%	41%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		91%	94%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	109	28%	31%
CTE teachers holding appropriate industry certifications	1	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	13%	12%
Students in ninth grade with one or more absences within the first 20 days	12	11%	10%
Students in ninth grade who fail two or more courses in any subject	7	5%	4%
Students with grade point average less than 2.0	22	6%	5%
Students who fail to progress on-time to tenth grade	1	1%	1%
Students who receive two or more behavior referrals	54	14%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

### Graduation

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

## Area 9: Parent Involvement

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

### Parental involvement targets for the school

A large number of parents are working in the evening or weekends.

In order to facilitate and promote parental involvement, the school will:

1. Devise communication strategies to inform parents of upcoming events and meetings
  2. Easy to communicate tools such as email, newsletters, calendars, informational flyers and Connect Ed.
  3. Invite current and prospective parents to visit our Magnet Fair event to be held at school and become familiar with current and updated facilities available to their children during the weekends
- The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

Distribute, collect evaluation forms from activities and meetings.  
 Provide and collect all sign in sheets log

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	383	80%	83%
New Student Orientation	125	92%	94%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** The goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.
- G2.** The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.
- G3.** The goal for the 2013-2014 school year is to increase the 34% number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment to the target goal of 35%.
- G4.** The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.
- G5.** The goal for the 2013-2014 school year is to increase the 68% number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment to the target goal of 70%.
- G6.** The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.
- G7.** The goal for the 2013-2014 school year is to maintain the 100% percentage of students enrolling in STEM related Honors and/or AP courses to the target goal of 100%.
- G8.** The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.
- G9.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.
- G10.** The goal for the 2013-2014 school year is to decrease the 6% number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance to the target goal of 5%.
- G11.** The goal for the 2013-2014 school year is to increase the 80% parental participation in school related functions to the target goal of 83%.

## Goals Detail

**G1.** The goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.

### **Targets Supported**

- Reading (FCAT2.0, Learning Gains, CELLA)

### **Resources Available to Support the Goal**

- FCAT Explorer - An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs.
- Leveled Libraries - Books leveled according to grade/reading level, which ensures book for all students.
- Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.
- Jamestown Reader Navigation - Timed Reading used to improve reading rate and fluency while assisting in mastering the skills to be effective readers.

### **Targeted Barriers to Achieving the Goal**

- The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The area of deficiency for the 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.
- The area of deficiency for the 9th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The area of deficiency for the 10th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features
- The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features and Reporting Category 4: Informational Text/Research Process also due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.
- The area of deficiency for students in lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features and Reporting Category 4: Informational Text/Research Process also due to non-proficiency in

deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

- Cella students have limited opportunity to listen and speak academic English outside the classroom.
- Cella students have limited opportunities to read in English outside the classroom.
- Cella students have limited opportunity to write academic English outside the classroom.

### Plan to Monitor Progress Toward the Goal

Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

#### Target Dates or Schedule:

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

#### Evidence of Completion:

Results for the 2014 FCAT 2.0

**G2.** The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Leveled Libraries - Books leveled according to grade/reading level, which ensures book for all students.
- FCAT Explorer - An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs.

#### Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.



### Plan to Monitor Progress Toward the Goal

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly.

#### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

#### Target Dates or Schedule:

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion:

Summative Assessment – Results of the 2014 FCAT Writing 2.0

**G3.** The goal for the 2013-2014 school year is to increase the 34% number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment to the target goal of 35%.

#### Targets Supported

- Math ()
- Geometry EOC

#### Resources Available to Support the Goal

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

#### Targeted Barriers to Achieving the Goal

- The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.
- The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.

### Plan to Monitor Progress Toward the Goal

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal

#### Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion:

Summative Assessments – Results for the 2014Geometry EOC will be used to determine the effectiveness of the strategies

**G4.** The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.

**Targets Supported**

- Math (High School, High School FAA)

**Resources Available to Support the Goal**

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

**Targeted Barriers to Achieving the Goal**

- Students making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.
- Students in the lowest 25% making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.

**Plan to Monitor Progress Toward the Goal**

Formative Assessments – Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

**Target Dates or Schedule:**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion:**

Summative Assessments – Results for the 2014 PERT assessment will be used to determine the effectiveness of the strategies.

**G5.** The goal for the 2013-2014 school year is to increase the 68% number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment to the target goal of 70%.

**Targets Supported**

- Math ()
- Algebra 1 EOC

**Resources Available to Support the Goal**

- Khan Academy: Students can make use of our extensive video library, interactive challenges, and assessments from any computer with access to the web.

**Targeted Barriers to Achieving the Goal**

- Students in Algebra I scoring at level 3 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.
- Students in Algebra I scoring at level 4 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.

## Plan to Monitor Progress Toward the Goal

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion:

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

**G6.** The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.

### Targets Supported

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

### Resources Available to Support the Goal

- ExploreLearning GIZMOS. ExploreLearning Gizmos incorporates many strategies along with nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards.
- FCAT Explorer. Interactive simulations in science for teachers and students. It is designed as supplemental curriculum materials that support state standards.

### Targeted Barriers to Achieving the Goal

- The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.
- The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

## Plan to Monitor Progress Toward the Goal

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule:

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion:

Summative Assessments – Results for the 2014Biology EOC will be used to determine the effectiveness of the strategies.

**G7.** The goal for the 2013-2014 school year is to maintain the 100% percentage of students enrolling in STEM related Honors and/or AP courses to the target goal of 100%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- BEN - Digital Library Portal for Teaching and Learning in the Biological Sciences Teaching and learning resources.

**Targeted Barriers to Achieving the Goal**

- Limited number of STEM experiences available to students.
- Limited number student of participation in STEM related experiences
- Availability of students enrolling and completing accelerated STEM courses
- Limited number of CTE-STEM concentrator courses
- Limited number of students taking and passing CTE-STEM industry exam.
- Students enrolling and completing accelerated STEM courses

**Plan to Monitor Progress Toward the Goal**

The administration will perform quarterly review of master schedule student enrollment.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Review of Master Schedule

**G8.** The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Project Lead the Way - Project Lead The Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S.

**Targeted Barriers to Achieving the Goal**

- Limited number of students enrolling in CTE courses.
- Limited number of CTE students enrolled in accelerated courses
- Limited number of students taking CTE exams
- Limited CTE program concentrators
- The most critical area of deficiency as it pertains to Career and Technical Education is 0% of CTE instructor certified at the school.

**Plan to Monitor Progress Toward the Goal**

The administration will monitor instructional staff certification progress

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Certification Completion

**G9.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- Model United Nations - The Model United Nations is sponsored through a partnership with Global Classrooms, an educational agency of the United Nations Association of the United States of America.

**Targeted Barriers to Achieving the Goal**

- The results of the 2012 US History Baseline Assessments indicate that students who scored in the middle third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.
- The results of the 2012 US History Baseline Assessments indicate that students who scored in the upper third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.

**Plan to Monitor Progress Toward the Goal**

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The LLT along with administrators will monitor the data from the District Interim Assessments will be analyzed to measure progress toward our goal.

**Target Dates or Schedule:**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion:**

Summative Assessments – Results for the 2014 US History EOC will be used to determine the effectiveness of the strategies.

**G10.** The goal for the 2013-2014 school year is to decrease the 6% number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance to the target goal of 5%.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- Student Services

**Targeted Barriers to Achieving the Goal**

- Students who miss 10% or more of instructional time
- Students in Grade 9 with absences the first 20 days.
- Students in 9th grade who fail two or more courses or do not move to grade 10 on time
- Students with a GPA below a 2.0
- Students who behavior referrals

**Plan to Monitor Progress Toward the Goal**

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

The administration will monitor student progress by reviewing report cards and graduation rate.

**G11.** The goal for the 2013-2014 school year is to increase the 80% parental participation in school related functions to the target goal of 83%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- ConnectED

**Targeted Barriers to Achieving the Goal**

- A large number of parents are working during school hours.

## Plan to Monitor Progress Toward the Goal

Distribute, collect evaluation forms from activities and meetings.

### **Person or Persons Responsible**

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

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

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

### **Evidence of Completion:**

Provide and collect all sign in sheets log



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.

**G1.B1** The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B1.S1** Encouraging students to read from a wide variety of texts.

### Action Step 1

Teachers will participate in Professional Development in Common Core Strategies in Language Arts

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments.

#### Facilitator:

Curriculum Support

#### Participants:

Teachers

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **G1.B1.S2 Summarization skills**

#### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B1.S2**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **G1.B1.S3 Note-taking skills**

#### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B1.S3**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B2** The area of deficiency for the 10th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features.

**G1.B2.S1** Use of Graphic Organizers

**Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments.

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The LLT along with administrators will monitor the implementation of identified strategies.

**Target Dates or Schedule**

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **G1.B2.S2 Encourage students to read from a wide variety of texts**

#### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Teachers should emphasize instruction that helps students assimilate the material.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

## Plan to Monitor Effectiveness of G1.B2.S2

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments.

**G1.B2.S3** Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

## Plan to Monitor Fidelity of Implementation of G1.B2.S3

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B2.S3

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B3** The area of deficiency for the 9th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B3.S1** Encouraging students to read from a wide variety of texts.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments



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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B3.S1**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **G1.B3.S2 Summarization skills**

#### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B3.S2

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

## G1.B3.S3 Note-taking skills

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B3.S3**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B4** The area of deficiency for the 10th grade students scoring at or above Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features

**G1.B4.S1** Use of Graphic Organizers

**Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The LLT along with administrators will monitor the implementation of identified strategies.

**Target Dates or Schedule**

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B4.S1**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **G1.B4.S2 Encourage students to read from a wide variety of texts**

#### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### Plan to Monitor Effectiveness of G1.B4.S2

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

#### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B4.S3** Analyze how an author’s choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise

#### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments

### Plan to Monitor Fidelity of Implementation of G1.B4.S3

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

#### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B4.S3

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies

### Target Dates or Schedule

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B5** The area of deficiency for students making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features and Reporting Category 4: Informational Text/ Research Process also due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B5.S1** Encouraging students to read from a wide variety of texts.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments.

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B5.S1**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments.

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0



**G1.B6** The area of deficiency for students in lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis Fiction/Non Fiction due to non-proficiency in deciphering the theme, character development, setting, plot development, conflict and resolution, the use of descriptive and figurative language and text features and Reporting Category 4: Informational Text/Research Process also due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B6.S1** Analyze how an author's choices concerning how to structure a text, order events within and manipulate time creating effects such as mystery, tension, or surprise

### **Action Step 1**

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments.

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

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

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments.

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

Teachers

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B6.S1

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B7** Cella students have limited opportunity to listen and speak academic English outside the classroom.

**G1.B7.S1** Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

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

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

## Plan to Monitor Effectiveness of G1.B7.S1

Formative Assessments – McDougal Littell Literature Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

**G1.B8** Cella students have limited opportunities to read in English outside the classroom.

**G1.B8.S1** Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present reading material.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

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

Formative Assessments –Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

## Plan to Monitor Effectiveness of G1.B8.S1

Formative Assessments –Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

**G1.B9** Cella students have limited opportunity to write academic English outside the classroom.

**G1.B9.S1** Dialogue Journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments

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

Formative Assessments –Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

## Plan to Monitor Effectiveness of G1.B9.S1

Formative Assessments –Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with the ESOL teacher will monitor the implementation of identified strategies.

### Target Dates or Schedule

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

### Evidence of Completion

Summative Assessments – Results for the 2014 CELLA

**G2.** The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.

**G2.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

**G2.B1.S1** Model writing an expository paragraph that includes a topic sentence and relevant information.

### Action Step 1

Teachers will participate in Professional Development in Common Core Writing Across the Curriculum

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments

#### Facilitator:

Curriculum Support

#### Participants:

Teachers

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

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly.

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessment – Results of the 2014 FCAT Writing 2.0

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

Formative Assessment – Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assess monthly.

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessment – Results of the 2014 FCAT Writing 2.0

**G3.** The goal for the 2013-2014 school year is to increase the 34% number of students scoring at Achievement Level 3 or above on the Geometry EOC Assessment to the target goal of 35%.

**G3.B1** The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.

**G3.B1.S1** Provide students with opportunities to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures

**Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments.

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

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

**Target Dates or Schedule**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion**

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies

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

Formative Assessments – Discovering Geometry Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies

**G3.B2** The results of the 2013 Geometry EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Trigonometry & Discrete Mathematics.

**G3.B2.S1** Provide students with opportunities to solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments.



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

Formative Assessments - Discovering Geometry, Quizzes/Tests and Interim Assessments

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

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments - Discovering Geometry, Quizzes/Tests and Interim Assessments

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

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

**G4.** The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.

**G4.B1** Students making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.

**G4.B1.S1** Provide students will opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

**Action Step 1**

Teachers will participate in Professional Development in Common Core Mathematics strategies

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

**Facilitator:**

Curriculum Support

**Participants:**

Teachers

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

Formative Assessments – Quizzes/Tests and Interim Assessments

**Person or Persons Responsible**

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

**Target Dates or Schedule**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Evidence of Completion**

Summative Assessments – Results for the PERT Assessment will be used to determine the effectiveness of the strategies.

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

Formative Assessments – Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments – Results for the PERT will be used to determine the effectiveness of the strategies.

**G4.B1.S2** Provide opportunities for students to determine whether two propositions are logically equivalent in mathematical or real world contexts.

#### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments

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

Formative Assessments – Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments will be used to determine the effectiveness of the strategies.

## Plan to Monitor Effectiveness of G4.B1.S2

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

**G4.B2** Students in the lowest 25% making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.

**G4.B2.S1** Provide students will opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

### Action Step 1

Common Core Mathematics strategies

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Results of formative assessments

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

Formative Assessments - Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments - Quizzes/Tests and Interim Assessments

#### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

#### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### Evidence of Completion

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

**G4.B2.S2** Provide opportunities for students to determine whether two propositions are logically equivalent in mathematical or real world contexts.

#### Action Step 1

Common Core Mathematics strategies

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Results of Summative assessments

## **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Person or Persons Responsible**

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### **Target Dates or Schedule**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Evidence of Completion**

Summative Assessments – Results for the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

## **Plan to Monitor Effectiveness of G4.B2.S2**

Formative Assessments - Quizzes/Tests and Interim Assessments

### **Person or Persons Responsible**

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### **Target Dates or Schedule**

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### **Evidence of Completion**

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

**G5.** The goal for the 2013-2014 school year is to increase the 68% number of students scoring at Achievement Level 3 or above on the Algebra I EOC Assessment to the target goal of 70%.

**G5.B1** Students in Algebra I scoring at level 3 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.

**G5.B1.S1** Provide opportunities for students to completely factor polynomials.

### **Action Step 1**

Teachers should emphasize instruction that helps students assimilate the material

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

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

Summative Assessments – Results for the 2014 PERT Assessment will be used to determine the effectiveness of the strategies.

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

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

**G5.B2** Students in Algebra I scoring at level 4 or above experience great difficulty in Reporting Category 2: Polynomials. Identify multiple examples of real-world Polynomials problems and provide support to students as needed.

**G5.B2.S1** Provide opportunities for students to completely factor polynomials.

### Action Step 1

Teachers should emphasize instruction that helps students assimilate the material

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Site generated assessments



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

Summative Assessments – Results for the 2014 PERT Assessment will be used to determine the effectiveness of the strategies.

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

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

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

Summative Assessments – Results for the 2014 PERT Assessment will be used to determine the effectiveness of the strategies.

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

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 Algebra EOC will be used to determine the effectiveness of the strategies.

**G6.** The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.

**G6.B1** The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

**G6.B1.S1** Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding

### **Action Step 1**

Teachers will participate in Professional Development in Common Core Science Strategies

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

#### **Facilitator:**

Curriculum Support

#### **Participants:**

Teachers

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

Formative Assessments – Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014Biology EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments – Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed

### Evidence of Completion

Summative Assessments – Results for the 2014Biology EOC will be used to determine the effectiveness of the strategies.

**G6.B2** The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 4 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

**G6.B2.S1** Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding

### Action Step 1

Common Core Biology strategies

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments.

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

Formative Assessments - Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments - Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The TSS along with administrators will monitor the implementation of identified strategies. Data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 Biology EOC will be used to determine the effectiveness of the strategies.

**G7.** The goal for the 2013-2014 school year is to maintain the 100% percentage of students enrolling in STEM related Honors and/or AP courses to the target goal of 100%.

**G7.B1** Limited number of STEM experiences available to students.

**G7.B1.S1** Collaborate with feeder middle school administration and teachers to familiarize them with admission requirements and curriculum in order to recruit students

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**G7.B2 Limited number student of participation in STEM related experiences**

**G7.B2.S1** Provide opportunities for students to become familiar with STEM related courses offered at the school.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**G7.B3 Availability of students enrolling and completing accelerated STEM courses**

**G7.B3.S1** Provide opportunities for students to become familiar with STEM related courses offered at the school.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**G7.B4 Limited number of CTE-STEM concentrator courses**

**G7.B4.S1** Provide students opportunities to become familiar with CTE-STEM related courses offered at the school.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**Plan to Monitor Fidelity of Implementation of G7.B4.S1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**Plan to Monitor Effectiveness of G7.B4.S1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule



**G7.B5** Limited number of students taking and passing CTE-STEM industry exam.

**G7.B5.S1** Provide opportunities for students to become familiar with STEM related courses offered at the school.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**Plan to Monitor Fidelity of Implementation of G7.B5.S1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**Plan to Monitor Effectiveness of G7.B5.S1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

## **G7.B6 Students enrolling and completing accelerated STEM courses**

**G7.B6.S1** Provide opportunities for students to become familiar with STEM related courses offered at the school.

### **Action Step 1**

The administration will perform quarterly review of master schedule student enrollment.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Review of Master Schedule

## **Plan to Monitor Fidelity of Implementation of G7.B6.S1**

The administration will perform quarterly review of master schedule student enrollment.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Review of Master Schedule

## **Plan to Monitor Effectiveness of G7.B6.S1**

The administration will perform quarterly review of master schedule student enrollment.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Review of Master Schedule

**G8.** The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.

**G8.B1** Limited number of students enrolling in CTE courses.

**G8.B1.S1** Provide professional development opportunities to the teaching staff

**Action Step 1**

Teachers will continue to participate in Professional Development in CTE/STEM related professional development

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Certification

**Facilitator:**

Curriculum Support

**Participants:**

Teachers

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

The administration will monitor instructional staff certification progress

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Certification Completion

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

The administration will monitor instructional staff certification progress

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Certification Completion

### G8.B2 Limited number of CTE students enrolled in accelerated courses

**G8.B2.S1** Provide opportunities for students to become familiar with accelerated course offerings.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

### G8.B3 Limited number of students taking CTE exams

**G8.B3.S1** Provide opportunities for students to become familiar with CTE exam information.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

### G8.B4 Limited CTE program concentrators

**G8.B4.S1** Provide opportunities for students to become familiar with CTE program concentrators

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

### Plan to Monitor Fidelity of Implementation of G8.B4.S1

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

### Plan to Monitor Effectiveness of G8.B4.S1

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

**G8.B5** The most critical area of deficiency as it pertains to Career and Technical Education is 0% of CTE instructor certified at the school.

**G8.B5.S1** Provide opportunities for students to become familiar with accelerated course offerings.

**Action Step 1**

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

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

The administration will perform quarterly review of master schedule student enrollment

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review of Master Schedule

## Plan to Monitor Effectiveness of G8.B5.S1

The administration will perform quarterly review of master schedule student enrollment

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Review of Master Schedule

**G9.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.

**G9.B1** The results of the 2012 US History Baseline Assessments indicate that students who scored in the middle third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.

**G9.B1.S1** Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

### Action Step 1

Teachers will participate in Professional Development in Common Core Strategies in Social Studies

### Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

### Facilitator:

Curriculum Support

### Participants:

The LLT along with administrators will monitor the implementation of identified strategies.



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

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 US History EOC will be used to determine the effectiveness of the strategies.

### **Plan to Monitor Effectiveness of G9.B1.S1**

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 US History EOC will be used to determine the effectiveness of the strategies.

**G9.B2** The results of the 2012 US History Baseline Assessments indicate that students who scored in the upper third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.

**G9.B2.S1** Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

### **Action Step 1**

Common Core Strategies in Social Studies

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

The LLT along with administrators will monitor the implementation of identified strategies.

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

Ongoing

#### **Evidence of Completion**

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

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

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

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

The LLT along with administrators will monitor the data from the District Interim Assessments will be analyzed to measure progress toward our goal.

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

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Evidence of Completion**

Summative Assessments – Results for the 2014 US History EOC will be used to determine the effectiveness of the strategies.

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

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments

### Person or Persons Responsible

The LLT along with administrators will monitor the data from the District Interim Assessments will be analyzed to measure progress toward our goal.

### Target Dates or Schedule

Monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

### Evidence of Completion

Summative Assessments – Results for the 2014 US History EOC will be used to determine the effectiveness of the strategies.

**G10.** The goal for the 2013-2014 school year is to decrease the 6% number of students with grade point average (GPA) less than 2.0, student behavior referrals and improve attendance to the target goal of 5%.

## G10.B1 Students who miss 10% or more of instructional time

### G10.B1.S1 Contact students and parents and maintain log of student attendance progress

#### Action Step 1

Contact parents and maintain log.

#### Person or Persons Responsible

Student Services

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

The administration will monitor student progress by reviewing report cards

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

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

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

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

### **G10.B2 Students in Grade 9 with absences the first 20 days.**

#### **G10.B2.S1 Closely monitor attendance in 9th grade.**

**Action Step 1**

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

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

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

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

Contact parents and maintain log

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

### G10.B3 Students in 9th grade who fail two or more courses or do not move to grade 10 on time

#### G10.B3.S1 Contact students and parents and maintain log of student progress.

**Action Step 1**

Student Services Chair will perform reviews of student progress

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Passing Rate

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

Student Services Chair will perform reviews of student progress

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Passing Rate

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

Student Services Chair will perform reviews of student progress

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Passing Rate

**G10.B4** Students with a GPA below a 2.0

**G10.B4.S1** Contact students and parents and maintain log of student progress.

**Action Step 1**

Contact parents and maintain log.

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

### Plan to Monitor Fidelity of Implementation of G10.B4.S1

Contact parents and maintain log.

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

### Plan to Monitor Effectiveness of G10.B4.S1

Contact parents and maintain log.

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

The administration will monitor student progress by reviewing report cards

### G10.B5 Students who behavior referrals

#### G10.B5.S1 Regular monitoring of student suspension available data.

**Action Step 1**

Student Services Chair will perform reviews of student progress

**Person or Persons Responsible**

Student Services

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reduction in suspension rate

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

Student Services Chair will perform reviews of student progress

#### Person or Persons Responsible

Student Services

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Reduction in suspension rate

### Plan to Monitor Effectiveness of G10.B5.S1

Student Services Chair will perform reviews of student progress

#### Person or Persons Responsible

Student Services

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Reduction in suspension rate

**G11.** The goal for the 2013-2014 school year is to increase the 80% parental participation in school related functions to the target goal of 83%.

**G11.B1** A large number of parents are working during school hours.

**G11.B1.S1** Invite current and prospective parents to visit our Magnet Fair event to be held at school and become familiar with current and updated facilities available to their children during the weekends

#### Action Step 1

Distribute, collect evaluation forms from activities and meetings.

#### Person or Persons Responsible

Parents

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Provide and collect all sign in sheets log



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

Distribute, collect evaluation forms from activities and meetings.

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

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

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

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

#### **Evidence of Completion**

Provide and collect all sign in sheets log

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

Distribute, collect evaluation forms from activities and meetings.

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

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

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

Facilitate sign-in sheets during scheduled events and maintain a log of participating parents.

#### **Evidence of Completion**

Provide and collect all sign in sheets log

## 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

MAST@Homestead will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, MAST@Homestead will maintain a collaborative relationship with state and national colleges, universities and vocational programs. MAST@Homestead will facilitate students with current and accurate information through the post-graduation transition process. MAST @ Homestead will invite colleges, universities and professionals in the health care field to speak with the students. MAST@Homestead will also provide a career fair where over 30 professionals in the health care field attended and speak to all students.

## 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 goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.

**G1.B1** The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B1.S1** Encouraging students to read from a wide variety of texts.

### PD Opportunity 1

Teachers will participate in Professional Development in Common Core Strategies in Language Arts

#### Facilitator

Curriculum Support

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments.

**G2.** The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.

**G2.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

**G2.B1.S1** Model writing an expository paragraph that includes a topic sentence and relevant information.

### **PD Opportunity 1**

Teachers will participate in Professional Development in Common Core Writing Across the Curriculum

#### **Facilitator**

Curriculum Support

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments

**G4.** The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.

**G4.B1** Students making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.

**G4.B1.S1** Provide students will opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

**PD Opportunity 1**

Teachers will participate in Professional Development in Common Core Mathematics strategies

**Facilitator**

Curriculum Support

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments

**G6.** The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.

**G6.B1** The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

**G6.B1.S1** Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding

### **PD Opportunity 1**

Teachers will participate in Professional Development in Common Core Science Strategies

#### **Facilitator**

Curriculum Support

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments.

**G8.** The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.

**G8.B1** Limited number of students enrolling in CTE courses.

**G8.B1.S1** Provide professional development opportunities to the teaching staff

**PD Opportunity 1**

Teachers will continue to participate in Professional Development in CTE/STEM related professional development

**Facilitator**

Curriculum Support

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Certification

**G9.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.

**G9.B1** The results of the 2012 US History Baseline Assessments indicate that students who scored in the middle third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.

**G9.B1.S1** Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

### **PD Opportunity 1**

Teachers will participate in Professional Development in Common Core Strategies in Social Studies

#### **Facilitator**

Curriculum Support

#### **Participants**

The LLT along with administrators will monitor the implementation of identified strategies.

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

Ongoing

#### **Evidence of Completion**

Formative Assessments – United States History and Geography Quizzes/Tests and Interim Assessments



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.	\$437
G2.	The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.	\$437
G4.	The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.	\$437
G6.	The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.	\$437
G8.	The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.	\$437
G9.	The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.	\$437
Total		\$2,622

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$2,622
Total		\$2,622

### Budget Details

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

**G1.** The goal for the 2013-2014 school year is to maintain the 82% number of students scoring Level 3 or higher on the Reading FCAT 2.0 Assessment or score above the target goal of 70%.

**G1.B1** The area of deficiency for the 9th grade students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to non-proficiency in deciphering text features, organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources.

**G1.B1.S1** Encouraging students to read from a wide variety of texts.

**Action Step 1**

Teachers will participate in Professional Development in Common Core Strategies in Language Arts

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring Incentives

**Funding Source**

EESAC

**Amount Needed**

\$437

**G2.** The goal for the 2013-2014 school year is to increase the 80% number of students scoring at or above 3.5 in the Writing FCAT 2.0 Assessment to the target goal of 82%.

**G2.B1** The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration is Expository Writing due to student's inability to include a variety of informal/expository forms, including a variety of technical documents.

**G2.B1.S1** Model writing an expository paragraph that includes a topic sentence and relevant information.

**Action Step 1**

Teachers will participate in Professional Development in Common Core Writing Across the Curriculum

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring Incentives

**Funding Source**

EESAC

**Amount Needed**

\$437

**G4.** The goal for the 2013-2014 school year is to maintain 89% number of students making learning gains or score above the target goal of 59%.

**G4.B1** Students making learning gains have few opportunities to practice Algebraic and Geometric content outside of the school day.

**G4.B1.S1** Provide students will opportunities to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

**Action Step 1**

Teachers will participate in Professional Development in Common Core Mathematics strategies

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring Incentives

**Funding Source**

EESAC

**Amount Needed**

\$437

**G6.** The goal for the 2013-2014 school year is to increase the 40% number of students at Achievement Level 3 or above on the Biology EOC Assessment to the target goal of 40%.

**G6.B1** The results of the 2013 Biology EOC indicate that students scoring at Achievement Level 3 or above had difficulties with Reporting Category 3: Molecular and Cellular Biology.

**G6.B1.S1** Provide opportunities to monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding

**Action Step 1**

Teachers will participate in Professional Development in Common Core Science Strategies

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring Incentives

**Funding Source**

EESAC

**Amount Needed**

\$437

**G8.** The goal for the 2013-2014 school year is to increase the 28% number of students enrolling in Career and Technical Education courses by adding CTE courses to the course selection to the target goal of 31%.

**G8.B1** Limited number of students enrolling in CTE courses.

**G8.B1.S1** Provide professional development opportunities to the teaching staff

**Action Step 1**

Teachers will continue to participate in Professional Development in CTE/STEM related professional development

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring Incentives

**Funding Source**

EESAC

**Amount Needed**

\$437

**G9.** The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or higher in the US History EOC Assessment.

**G9.B1** The results of the 2012 US History Baseline Assessments indicate that students who scored in the middle third had most difficulties with Reporting Category 3: The US and Defense of the International Peace.

**G9.B1.S1** Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

**Action Step 1**

Teachers will participate in Professional Development in Common Core Strategies in Social Studies

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

EESAC

**Amount Needed**

\$437