



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Somerset Academy Charter High School (South  
Campus)

23255 SW 115TH AVE  
Homestead, FL 33032  
305-257-3737

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

73%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority Rate**

90%

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## School Grades History

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**2013-14**

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**2012-13****2011-12****2010-11****2009-10**


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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

Somerset Academy Charter High (South Campus)

##### Principal

Andreina Figueroa- Governing Board Kerri Ann O'Sullivan

##### School Advisory Council chair

Karina Palomares

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

Name	Title
Kerri Maysonet	Principal
Maria Mongeotti	Assistant Principal
Robert Serna	Assistant Principal
Jennifer Desousa	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

- 1 Principal
- 3 Assistant Principals
- 5 Teachers, plus 1 alternate
- 5 Parents, plus 1 alternate
- 1 Student, plus 1 alternate
- 1 Educational support person, plus 1 alternate
- 3 Business/community representatives
- 1 Board of Directors

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

The involvement of the SAC in the development of this school improvement plan:

- Reviewed all applicable student performance data;
- Determined the students' needs and prioritize them;

- Recommended strategies to improve areas of need;
  - Assist in the preparation and evaluation of this School Improvement Plan;
  - Approved all ideas and recommendations for strategies for this school improvement plan
- Finally, the SAC will give the final approval of this School Improvement Plan, the Mid-Year Review, and the End-of-Year Review

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

- Somerset Academy Charter High South's EESAC will develop, approve and monitor implementation of the School Improvement Plan.
- Reach out to the community to obtain more partnerships.
- Organized FCAT Family Night Event
- Sponsor drive to increase Parent Involvement.
- Assist school to create and analyze school climate surveys for parents and students.

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

Attendance Incentives \$350.00  
FCAT Family Night \$350.00  
FCAT Incentives \$700.00

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

In Compliance

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

#### **Highly Qualified Staff**

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

#### **Administrators**

##### **# of administrators**

4

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**





**# Highly Qualified Teachers**

100%

**# certified in-field**

1, 100%

**# ESOL endorsed**

1, 100%

**# reading endorsed**

1, 100%

**# with advanced degrees**

1, 100%

**# National Board Certified**

1, 100%

**# first-year teachers**

0, 0%

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

0, 0%

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

1, 100%

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

1, 100%

**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**

In order to recruit and retain high-quality, highly qualified teachers we conduct a one week pre-service training prior to the start of the school year where teachers have an opportunity to meet one another, analyze data, and plan for instruction. In addition, policies and procedures are explained in a more intimate setting with more detail. Our school also attends job fairs, uses the states website [teacherteacher.com](http://teacherteacher.com) and the school of choice office website to recruit new teachers. To retain

teachers, we provide them with ample professional development opportunities, in house in-service training, and we also offer stipends, recognize teachers of the month, tuition reimbursement, and a offer a mentorship program.

### **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**

Our teacher mentoring program is under the direction of one of our administrators, Jennifer DeSousa, who holds a Bachelors Degree in English Education with a K-12 Reading Endorsement and a Masters Degree in Educational Leadership. Our program consists of one on one mentoring to all teachers on staff, classroom visitations, recommendations for improvements, lesson demonstrations, conducting parent conferences, etc. Mrs. DeSousa conducts weekly classroom visits where she provides support and guidance to help enhance the teacher's delivery of content. If areas of improvement are found, then that teacher is given the opportunity to observe other colleagues within the building that have mastered the targeted needs.

### **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 teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2013-2014 School Improvement Plan.

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

Administrators: : Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal), will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.

- Reading Coach: Mrs. Jennifer M. DeSousa – monitors and communicates data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs. Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: Ms. Lakisha Berry (9-12th grade Intensive Reading Teacher)- Provide information about core instruction, participate in student data collection, deliver instruction/ intervention, and collaborates with other staff to implement curriculum and intervention when needed. Christina Carbonell (10th -12th grade Language Arts teacher) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- SPED Teachers: Elizabeth Aguiar (SPED)- Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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

The leadership team members will meet bi-weekly with all teachers grades 9-12 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

### **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**

- Beginning of year: Baseline Assessment, prior year FCAT scores, and Progress Monitoring and Reporting Network.
- Midyear: Progress Monitoring: PMRN, District Interim Assessments.
- End of the year: FCAT, District Interim Assessments, and CELLA.

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

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

### **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:** 21,600

Somerset Academy Inc. offers a before and after care program where students are provided with different types of extracurricular activities. In addition, students who need academic assistance will be provided services through the program, including homework help. Students will also be provided with enrichment in Reading, Mathematics, and Science through our FCAT Saturdays beginning in January and ending the Saturday before the FCAT exams are administered.

### **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 monitored and used frequently throughout the year. Somerset Academy Inc. uses all district interims to include Baseline, Winter, and Fall. We also administer FAIR three times a year in addition to ongoing formative assessments in preparation for all summative assessments such as FCAT and SAT. All faculty has been trained to analyze data and target students appropriately in order to provide differentiated instruction.

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

The School's Leadership team also analyzes the data and conducts "Data Chats" with all respective teachers with accountability groups. Those teachers then conduct "Data Chats" with their students in order to set goals and track progress.

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kerri O'Sullivan	Principal
Maria Mongeotti	Assistant Principal
Robert Serna	Assistant Principal
Jennifer M. DeSousa	Reading Coach
Lakisha Berry	Teacher
Christina Carbonell	Teacher
Elizabeth Aguiar	Special Education Teacher

### **How the school-based LLT functions**

The LLT will meet bi-weekly during common planning and department meetings to address the following:

- Reading skills identified on the Instructional Focus Calendar.
- Debrief on the integration of reading on lesson plans.
- Identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

- The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

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

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge". The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

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

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

As Somerset Academy Inc. transitions to the integration of ELA Common Core Standards, we are implementing cross-curricular planning in order to incorporate Reading and Writing skills in every content area. Our goal is to promote literacy across all disciplinary areas. Every grade level teacher will support student comprehension of assigned quarterly novels through bellwork activities and text-dependent questions. Every teacher will also be provided with an instructional focus calendar in Reading, so they can effectively address the reading skill in their subject area and monitor progress.

## **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**

During the 2013-2014 school year, Somerset Academy Charter High South will hold student and parent conferences to talk about their future education and career goals so they are choosing the right type of classes to align with their future goals.

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

Students meet with their counselor beginning in 9th grade and throughout different points in the academic year to talk about their future education and career goals so they are provided the proper information and aides to help them achieve their goals. Some of the resources we will be providing to our students this year include the following:

- College Presentations throughout the school year
- College Fair for students to obtain information about different schools
- Career Day to learn about different jobs and fields of study
- College Workshop presentations to prepare students about college essays, applications, scholarships and resumes
- Financial Aid Presentation for parents and students to help them prepare for the FAFSA

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

Somerset Academy Charter High South is preparing its students for post-secondary transition by offering the mandated courses to comply with the State's graduation requirements. We also encourage out students to take AP or Honors classes to challenge themselves by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding these classes and their post-secondary education plans. Each year our AP program grows with the number of students sign up for these classes and we keep adding more class options. We also

offer Dual Enrollment classes on campus at no cost or transportation to our students, so they have the opportunity to earn more college credits during their high school career.

## 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%		
American Indian				
Asian				
Black/African American				
Hispanic		68%		
White				
English language learners		40%		
Students with disabilities				
Economically disadvantaged		63%		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	32%	34%
Students scoring at or above Achievement Level 4	60	33%	34%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		80%	82%

#### 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)		80%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		56%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		59%	63%

**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.		69%	72%

**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		70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		71%		
American Indian				
Asian				
Black/African American				
Hispanic		69%		
White				
English language learners		44%		
Students with disabilities				
Economically disadvantaged		66%		

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		69%	72%
Students in lowest 25% making learning gains (EOC)		58%	62%

**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.		56%	60%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		51%	52%
Students scoring at or above Achievement Level 4		22%	23%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		39%	42%
Students scoring at or above Achievement Level 4		19%	20%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		62%	63%
Students scoring at or above Achievement Level 4		19%	20%

**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		14%	13%
Students in ninth grade with one or more absences within the first 20 days		0%	0%
Students in ninth grade who fail two or more courses in any subject		16%	15%
Students with grade point average less than 2.0		12%	11%
Students who fail to progress on-time to tenth grade		0%	0%
Students who receive two or more behavior referrals		10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.		9%	8%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		11%	
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)		95%	95%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		94%	94%

**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**

Title 1 School: Please see PIP

**Specific Parental Involvement Targets**

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

- G1.** Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.
- G2.** Based on the districts data on the Algebra 1 student proficiency is at 59%, our goal for the 2013-2014 Algebra 1 is increase student proficiency by 2 percentage points to 61%.
- G3.** Based on the districts data on the Geometry EOC student proficiency is at 57 %, our goal for the 2013-2014 Geometry EOC is increase student proficiency by 2 percentage points to 59%.
- G4.** Based on the districts data on the Biology EOC student proficiency is at 38 %, our goal for the 2013-2014 Biology EOC is increase student proficiency by 2 percentage points to 40%.
- G5.** Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.
- G6.** Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.
- G7.** Based on the districts data on the FCAT 2.0 Writing student proficiency is at 58%, our goal for the 2013-2014 FCAT 2.0 Writing is increase student proficiency by 2 percentage points to 60%.
- G8.** Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.
- G9.** Our goal is to increase student proficiency by 2 percent on the 2013/2014 U.S. History EOC
- G10.** Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase graduation rates.

## Goals Detail

**G1.** Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.

### **Targets Supported**

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

- Math Series
- ALEKS
- Carnegie

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

- Hispanic: The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.
- ELL: The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.
- The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.
- The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

### **Plan to Monitor Progress Toward the Goal**

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

### **Person or Persons Responsible**

MTSS/RtI

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

Quarterly

### **Evidence of Completion:**

Summative assessment: Mathematics FCAT 2.0

**G2.** Based on the districts data on the Algebra 1 student proficiency is at 59%, our goal for the 2013-2014 Algebra 1 is increase student proficiency by 2 percentage points to 61%.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Carnegie Learning
- ALEKS

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.
- The area of deficiency as noted on the 2013 administration of the ALGEBRA I EOC was content area 2 – Polynomials. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Summative-2014 Algebra 1 EOC

**G3.** Based on the districts data on the Geometry EOC student proficiency is at 57 %, our goal for the 2013-2014 Geometry EOC is increase student proficiency by 2 percentage points to 59%.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Carnegie Learning
- Math Series

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2012-2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Summative Assessment: Geometry EOC

**G4.** Based on the districts data on the Biology EOC student proficiency is at 38 %, our goal for the 2013-2014 Biology EOC is increase student proficiency by 2 percentage points to 40%.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Labs
- Biology series

**Targeted Barriers to Achieving the Goal**

- The main barrier is the lack of formal laboratory investigations for students due to room constraints.
- For students scoring at Level 4 the main barrier is the lack of formal laboratory investigations for students due to room constraints.

### Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Summative: Biology EOC

**G5.** Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.

**Targets Supported**

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

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Lack of student interest and teachers with proper instruction
- The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.
- CTE-STEM program concentrators: The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.
- Students taking CTE-STEM industry certification exams

**Plan to Monitor Progress Toward the Goal**

Effectiveness will be monitored by a science lab master calendar, Gizmo data, and student investigations

**Person or Persons Responsible**

MTSS/Rti

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

**G6.** Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.

### **Targets Supported**

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

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

- Teachers will be provided with professional development on reading strategies, differentiated instruction, and incorporating technology to enhance reading skills. The LLT along with the MTSS/RTI team will monitor the implementation of identified strategies through the IFC process and make adjustments to instruction as needed.

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

- This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the student subgroups was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.
- This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the students scoring at achievement Level 3 was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.
- This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above achievement level 4 was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.
- The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students making learning gains was Literary Analysis of Fiction and Non-Fiction text
- The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students in the lowest 25 % making learning gains was Literary Analysis of Fiction and Non-Fiction text
- Students require additional opportunities in and outside of the classroom to speak in English.
- Students require additional opportunities in and outside of the classroom to read in English.
- Students require additional opportunities to practice academic writing.

### **Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from interim and FCAT 2.0

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

MTSS/RTI team

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

Quarterly

#### **Evidence of Completion:**

Formative Assessments –District Interim Assessments Summative Assessments – 2014 FCAT 2.0



**G7.** Based on the districts data on the FCAT 2.0 Writing student proficiency is at 58%, our goal for the 2013-2014 FCAT 2.0 Writing is increase student proficiency by 2 percentage points to 60%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Professional development in writing
- New writing standards.
- ELL Teachers

**Targeted Barriers to Achieving the Goal**

- The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

**Plan to Monitor Progress Toward the Goal**

Monthly writing prompts that will be monitored.

**Person or Persons Responsible**

MTSS/Rtl team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Writing FCAT 2.0

**G8.** Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- Lack of student interest and teachers with proper instruction

**Plan to Monitor Progress Toward the Goal**

Look at data from baseline tests and practice exams

**Person or Persons Responsible**

MTSS/Rti

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

FCAT and EOC

**G9. Our goal is to increase student proficiency by 2 percent on the 2013/2014 U.S. History EOC**

**Targets Supported**

- U.S. History EOC

**Resources Available to Support the Goal**

- U.S. History series

**Targeted Barriers to Achieving the Goal**

- Evaluating Text Complexity quantitative measure levels of meaning levels of purpose structure organization language conventionality language clarity prior language demands and prior knowledge demands
- Evidence Based and using Digital informational text

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

U.S. History EOC

**G10. Our Early Warning Sign goal for the 2013-2014 is to increase student attendance, decrease tardies, increase awareness of student code of conduct, and increase graduation rates.**

**Targets Supported**

- EWS
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Parent Student Handbook Student Code of Ethics

**Targeted Barriers to Achieving the Goal**

- Parents and students not aware of the school policies in reference to attendance, tardies etc.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.

**G1.B1** Hispanic: The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

**G1.B1.S1** Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

### Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments, including benchmarks

#### Facilitator:

#### Participants:

Teachers

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/Test and Interim Assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative-Interim Assessments and teacher made assessments and observations,

**G1.B2 ELL:** The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

**G1.B2.S1** Students will build their general knowledge of words and word relationships. Teachers should provide students with practice in identifying word relationships, shades of meaning, multiple meanings, and determining meanings of words using context clues.

**Action Step 1**

Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive Tutor to differentiate instruction more richly. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work and Quizzes/Tests

**Facilitator:**

**Participants:**

Teachers

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative-Interim Assessments and teacher made assessments and observations.

**G1.B3** The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

**G1.B3.S1** Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

### Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessment, including benchmarks.

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Interim Assessments and teacher made assessments and observations



**G1.B4** The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

**G1.B4.S1** Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

### **Action Step 1**

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks.

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative-Interim Assessments and teacher made assessments and observations

**G2.** Based on the districts data on the Algebra 1 student proficiency is at 59%, our goal for the 2013-2014 Algebra 1 is increase student proficiency by 2 percentage points to 61%.

**G2.B1** The area of deficiency as noted on the 2012-2013 Algebra 1 EOC was content area 2 – Polynomials. The anticipated barrier to achieving proficiency is a lack of practice in converting measures and rate.

**G2.B1.S1** Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

### Action Step 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and Quizzes/Test

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative-Interim Assessments and teacher made assessments and observations.

**G2.B2** The area of deficiency as noted on the 2013 administration of the ALGEBRA I EOC was content area 2 – Polynomials. The anticipated barrier is a lack of project-based activities which promote higher order thinking and problem solving.

**G2.B2.S1** Provide opportunities for students to master the content so they will be able to apply the laws of exponents to simplify monomial expressions with integral exponents, and to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

**Action Step 1**

Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem), After-school Math enrichment club, and utilize cooperative student teams and require that students explain to their peers in both verbal and written form.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work and quizzes/tests

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G2.B2.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative-Interim Assessments and teacher made assessments and observations

**G3.** Based on the districts data on the Geometry EOC student proficiency is at 57 %, our goal for the 2013-2014 Geometry EOC is increase student proficiency by 2 percentage points to 59%.

**G3.B1** The area of deficiency as noted on the 2012-2013 Geometry EOC was Two Dimensional Geometry. The anticipated barrier to achieving proficiency is the students lack methods of direct and indirect proof to determine whether a proof is logically valid.

**G3.B1.S1** Provide opportunities for students to practice the content so they will be able to: Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides, use formal proofs to prove theorems involving rectangles, squares, parallelograms, and rhombi.

### Action Step 1

Utilize new basal that correlates with the next generation standards, utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, and provide concrete real world examples by infusing literacy into the mathematics instructional block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and quizzes/tests and interim assessments

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Formative assessments: Interim Assessments and teacher selected assessments, Evaluation through teacher made assessments and observations,

**G4.** Based on the districts data on the Biology EOC student proficiency is at 38 %, our goal for the 2013-2014 Biology EOC is increase student proficiency by 2 percentage points to 40%.

**G4.B1** The main barrier is the lack of formal laboratory investigations for students due to room constraints.

**G4.B1.S1** The strategy will be to identify a room in the building to modify into a better science lab for student investigations. In order to increase the opportunity for more advanced study, the students will be given time to meet with the teacher after school for additional assistance.

### **Action Step 1**

Modify the lab room in order to provide counter and table space for student labs utilizing microscopes, a sink, and appropriate equipment to enhance lab investigations that support Biology. Gizmo will be also be utilized to support lab experiences. The teacher will identify days during the school week to make herself available to students for extra assistance.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and quizzes/tests and interim assessments.

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessments: Teacher- made quizzes/tests and interim assessment.

**G4.B2** For students scoring at Level 4 the main barrier is the lack of formal laboratory investigations for students due to room constraints.

**G4.B2.S1** The strategy will be to identify a room in the building to modify into a better science lab for student investigations. In order to increase the opportunity for more advanced study, the students will be given time to meet with the teacher after school for additional assistance.

### Action Step 1

Modify the lab room in order to provide counter and table space for student labs utilizing microscopes, a sink, and appropriate equipment to enhance lab investigations that support Biology. Gizmo will be also be utilized to support lab experiences. The teacher will identify days during the school week to make herself available to students for extra assistance.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and test/quizzes



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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments- Quizzes/Tests and Interim Assessments

**G5.** Our goal for the 2013-2014 school is to increase the number of students participating in Project Based Learning in STEM.

**G5.B1** Lack of student interest and teachers with proper instruction

**G5.B1.S1** Strategy-Promote STEM awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive STEM training

**Action Step 1**

- Engage students and parents to participate in STEM Month in January 2014
- Invite professionals in the STEM industry to Career Day in May 2014
- Expand Media Center Lab to have more computers for students to take more STEM courses

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and quizzes/tests and interim assessments

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

**G5.B2** The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

**G5.B2.S1** Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

### Action Step 1

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and tests/quizzes

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/Test

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

**G5.B3** CTE-STEM program concentrators: The main barrier to this area was the lack of time for students to utilize computers and laboratory experiences in a laboratory setting.

**G5.B3.S1** Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

**Action Step 1**

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and test/quizzes

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

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

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place

## G5.B4 Students taking CTE-STEM industry certification exams

**G5.B4.S1** Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

### Action Step 1

Identify a room more conducive to laboratory experiences for Biology students. Increase the number of computer labs available in order to identify one dedicated to science teachers and students. Provide opportunities for students to interact with global science issues via the internet, in order to communicate with scientists and other science students.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Student work and quizzes/tests

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim assessments

### **Plan to Monitor Effectiveness of G5.B4.S1**

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessment(s) will take place on a regular basis and data chats with teachers and students will provide feedback in order for improvements or relearning to take place.

**G6.** Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.

**G6.B1** This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the student subgroups was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.

**G6.B1.S2** Provide students with opportunities on analyzing author's choices for text structure.

### **Action Step 1**

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

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and Reading Plus and Study Island generated reports.

#### **Facilitator:**

Patty Cohen

#### **Participants:**

Teachers

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests.



### **Plan to Monitor Effectiveness of G6.B1.S2**

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

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

LLT

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

Bi-weekly`

#### **Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests.

### **G6.B1.S3 Provide opportunities for making inferences when reading a text.**

#### **Action Step 1**

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

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

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G6.B1.S3**

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

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

#### **Evidence of Completion**

**Plan to Monitor Effectiveness of G6.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G6.B2** This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the students scoring at achievement Level 3 was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.

**G6.B2.S2** Provide opportunities for making inferences when reading a text.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmark assessments

**Action Step 2**

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmark assessments

### **Action Step 3**

Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences).

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmark assessments

### **Plan to Monitor Fidelity of Implementation of G6.B2.S2**

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests

### **Plan to Monitor Effectiveness of G6.B2.S2**

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests

**G6.B3** This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for students scoring at or above achievement level 4 was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.

**G6.B3.S1** Provide students with opportunities on analyzing author's choices for text structure.

**Action Step 1**

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

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmarks

**Action Step 2**

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmarks

### **Action Step 3**

Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences).

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and site generated assessments, including benchmarks

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

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

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

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

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

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

LLT

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

Bi-Weekly

#### **Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests.

**G6.B4** The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students making learning gains was Literary Analysis of Fiction and Non-Fiction text

**G6.B4.S1** Provide instructional opportunities for students to identify and interpret elements of story structure.

**Action Step 1**

Students will utilize research-based reading programs, such as Study Island and FCAT Explorer and will be documented in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment, including benchmarks.

**Action Step 2**

The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessment, including benchmarks.

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/ Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G6.B4.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests.



**G6.B5** The area of needed improvement as noted on the 2013 administration of the FCAT 2.0 Reading Test for students in the lowest 25 % making learning gains was Literary Analysis of Fiction and Non-Fiction text

**G6.B5.S1** Provide instructional opportunities for making inferences when reading a text.

**Action Step 1**

Students will utilize research-based reading programs, such as Study Island and Reading Plus 4.0 and will be documented in the teachers' lessons plan book. Weekly Data will be used by teachers to record and utilize when planning effectively. Teachers will plan effective lessons using the grade-level and subject specific Instructional Focus Calendar.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmarks.

**Action Step 2**

The action steps that will be utilized in the classroom will be to provide instructional opportunities for students to work in small groups based on the needs of the students as seen on the weekly data collected.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and site generated assessments, including benchmarks.

### Plan to Monitor Fidelity of Implementation of G6.B5.S1

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/ Tests and Interim Assessments

### Plan to Monitor Effectiveness of G6.B5.S1

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/Tests and Interim Assessments

**G6.B6** Students require additional opportunities in and outside of the classroom to speak in English.

**G6.B6.S1** Provide students with opportunities to speak English outside the classroom.

#### Action Step 1

During instruction, students will be provided with opportunities to listen and to read –aloud, and think aloud and to participate in Reader’s Theater.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments, including benchmarks.

## Action Step 2

Students will participate in corporate learning groups to provide opportunities for role play. Rubrics will be used to evaluate mastery.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and site generated assessments, including benchmarks.

## Plan to Monitor Fidelity of Implementation of G6.B6.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G6.B6.S1

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

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Formative assessments- Teacher informal observation log and rubrics utilized during instruction

**G6.B7** Students require additional opportunities in and outside of the classroom to read in English.

**G6.B7.S1** Provide opportunities for students to read outside the classroom.

**Action Step 1**

During instruction, students will be provided with opportunities to listen and to read –aloud, and think aloud and to participate in Reader’s Theater.

**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.B7.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Tests

**Plan to Monitor Effectiveness of G6.B7.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative assessments- Teacher informal observation log and rubrics utilized during instruction

**G6.B8** Students require additional opportunities to practice academic writing.

**G6.B8.S1** Provide opportunities for students to write outside the classroom.

**Action Step 1**

During instruction, students will be provided and will be guided in developing and using graphic organizers and Reading Journals

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher informal observation logs

**Plan to Monitor Fidelity of Implementation of G6.B8.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Teacher informal observation logs

**Plan to Monitor Effectiveness of G6.B8.S1**

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative assessments- Teacher informal observation log and rubrics utilized during instruction

**G7.** Based on the districts data on the FCAT 2.0 Writing student proficiency is at 58%, our goal for the 2013-2014 FCAT 2.0 Writing is increase student proficiency by 2 percentage points to 60%.

**G7.B1** The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

**G7.B1.S1** Provide opportunities for the students to go through the writing process.

**Action Step 1**

Encourage students to develop and maintain a writer's notebook/folder to include table of content, list possible topics, and first drafts

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Action Step 2**

Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice, and implement Four Square Writing model across all grades.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Facilitator:**

Jenn Desousa

**Participants:**

Teachers

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

Following the FCIM model, Bi-weekly writing prompts will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Student writing prompts

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

Follow the FCIM model, bi-weekly writing prompts will be reviewed and instruction will be adjusted.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Writing Interims

**G8.** Our goal for the 2013-2014 school year is to increase student enrollment in Career and Technical Education.

**G8.B1** Lack of student interest and teachers with proper instruction

**G8.B1.S1** Promote CTE awareness to parents and students to gain enthusiasm to offer more class choices for upcoming years. Provide PD opportunities at school site for teachers to receive CTE training

**Action Step 1**

- Engage students and parents to participate in CTE Month in Feb. 2014
- Invite professionals in CTE industry to Career Day in May 2014
- Expand Media Center Lab to have more computers for students to take more CTE courses

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student work and quizzes/test

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

quizzes/Test



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

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

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

### G8.B1.S2 Prepare and test students for industry certifications through registered career-themed courses

#### Action Step 1

CTE teachers implement baseline, practice exams or monitoring activities throughout instruction

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Student work quizzes/tests

### Plan to Monitor Fidelity of Implementation of G8.B1.S2

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Look at data from baseline tests and practice exams

## Plan to Monitor Effectiveness of G8.B1.S2

Use student and parent surveys to evaluate the activities

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Monitor and review student schedules to see if more students request CTE classes and more advanced level classes

## G9. Our goal is to increase student proficiency by 2 percent on the 2013/2014 U.S. History EOC

**G9.B1** Evaluating Text Complexity quantitative measure levels of meaning levels of purpose structure organization language conventionality language clarity prior language demands and prior knowledge demands

**G9.B1.S1** Emphasizes problem solving and inquiry-based learning and in-depth understanding of democratic principles. Emphasizes research-based activities on the Constitution and Bill of Rights. Provide opportunities for students to write to inform and to persuade and provide other opportunities for student to participate in mock Congressional hearing.

### Action Step 1

Provide students an opportunity for students to participate in simulation activities, Provide activities which help students develop and understanding of the content-specific vocabulary taught in history.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Student work and quizzes/tests

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

Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.

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

LLT

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/tests and interim assessments

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

Lesson plans are to be submitted weekly for review and data analysis from chapter tests to ensure progress is being made and to make adjustments to instruction as needed.

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

LLT

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

Biweekly

#### **Evidence of Completion**

Interim Assessments

## **G9.B2 Evidence Based and using Digital informational text**

**G9.B2.S1** Provide opportunities for student to master Common Core State Standard for literacy writing and speaking through U.S. History content. Emphasized research-based activities on various security issues impacting the world community provide opportunities for students to examine opposing points of view on a public policy issue.

### **Action Step 1**

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

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

Teacher

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

Ongoing

#### **Evidence of Completion**

Student work test and Interims

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

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

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

LTT

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

Bi-weekly

#### **Evidence of Completion**

Formative: teacher made tests, chapter tests, Interims

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

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

**Person or Persons Responsible**

LTT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative: teacher made tests, chapter tests, Interims

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

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

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

#### \*Title I, Part A

Somerset Academy Charter High South provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

#### \*Title I, Part D

Somerset Academy Charter High South with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

#### \*Title III

Somerset Academy Charter High South will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and through pull out intervention sessions.

#### \*Title X- Homeless

Somerset Academy Charter High South's Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

#### \*Supplemental Academic Instruction (SAI)

Somerset Academy Charter High South provides FCAT before school tutoring where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out intervention will be offered to students who scored in the lowest 25% in reading and math.

#### \*Violence Prevention Programs

Somerset Academy Charter High South incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips and community services and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

#### \*Nutrition Programs

1) Somerset Academy Charter High South adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## 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.** Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.

**G1.B1** Hispanic: The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

**G1.B1.S1** Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

### PD Opportunity 1

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

#### Facilitator

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and site generated assessments, including benchmarks

**G1.B2** ELL: The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

**G1.B2.S1** Students will build their general knowledge of words and word relationships. Teachers should provide students with practice in identifying word relationships, shades of meaning, multiple meanings, and determining meanings of words using context clues.

### **PD Opportunity 1**

Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive Tutor to differentiate instruction more richly. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.

#### **Facilitator**

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student Work and Quizzes/Tests



**G6.** Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.

**G6.B1** This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the student subgroups was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.

**G6.B1.S2** Provide students with opportunities on analyzing author's choices for text structure.

### **PD Opportunity 1**

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

#### **Facilitator**

Patty Cohen

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work and Reading Plus and Study Island generated reports.

**G7.** Based on the districts data on the FCAT 2.0 Writing student proficiency is at 58%, our goal for the 2013-2014 FCAT 2.0 Writing is increase student proficiency by 2 percentage points to 60%.

**G7.B1** The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

**G7.B1.S1** Provide opportunities for the students to go through the writing process.

**PD Opportunity 1**

Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice, and implement Four Square Writing model across all grades.

**Facilitator**

Jenn Desousa

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.	\$26,154
G6.	Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.	\$52,589
Total		\$78,743

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Operating	\$78,743	\$78,743
operating	\$0	\$0
	\$0	\$0
Total	\$78,743	\$78,743

### Budget Details

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

**G1.** Based on the districts data on the FCAT 2.0 Math student proficiency is at 59 %, our goal for the 2013-2014 Math FCAT 2.0 is increase student proficiency by 2 percentage points to 61%.

**G1.B1** Hispanic: The anticipated barrier to achieving proficiency is a lack of higher-ordering questioning during the mathematics instruction block.

**G1.B1.S1** Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, and to completely factor polynomials.

### **Action Step 1**

Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives, provide concrete real world examples by infusing literacy into the mathematics instructional block, provide all students more practice in solving multi-step problems with several rate parameters, and provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

ALEKS

#### **Funding Source**

Operating

#### **Amount Needed**

\$16,562

**G1.B2** ELL: The anticipated barrier is a lack of ELL Vocabulary strategies during mathematic instruction and lack of strong remediation curriculum and identification of those who can most use remediation.

**G1.B2.S1** Students will build their general knowledge of words and word relationships. Teachers should provide students with practice in identifying word relationships, shades of meaning, multiple meanings, and determining meanings of words using context clues.

**Action Step 1**

Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide after-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive Tutor to differentiate instruction more richly. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.

**Resource Type**

Evidence-Based Program

**Resource**

Carneige

**Funding Source**

Operating

**Amount Needed**

\$9,592

**G6.** Based on the districts data on the FCAT Reading student proficiency is at 57%, our goal for the 2013-2014 FCAT Reading is increase student proficiency by 2 percentage points to 59%.

**G6.B1** This location is the first year it will serve 33 students thus, we utilized the District Averages on the FCAT 2013 administration. The area of the district deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test for the student subgroups was Literary Analysis for Fiction and Non-Fiction text due to limited exposure to literary elements and figurative language.

**G6.B1.S2** Provide students with opportunities on analyzing author's choices for text structure.

### **Action Step 1**

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

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Reading Plus 4.0, Study Island, Achieve 3000

#### **Funding Source**

operating

#### **Amount Needed**

\$52,589

**G7.** Based on the districts data on the FCAT 2.0 Writing student proficiency is at 58%, our goal for the 2013-2014 FCAT 2.0 Writing is increase student proficiency by 2 percentage points to 60%.

**G7.B1** The area of needed improvement as noted on the 2013 administration of the FCAT Writing Assessment for students scoring a 3.5 and above was to provide adequate Support.

**G7.B1.S1** Provide opportunities for the students to go through the writing process.

**Action Step 2**

Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice, and implement Four Square Writing model across all grades.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**