



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

John A. Ferguson Senior High

15900 SW 56TH ST

Miami, FL 33185

305-408-2700

<http://ferguson.dadeschools.net/>

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

63%

Alternative/ESE Center

No

Charter School

No

Minority Rate

93%

School Grades History

2013-14

A

2012-13

B

2011-12

A

2010-11

B

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	22
Goals Summary	28
Goals Detail	29
Action Plan for Improvement	44
Part III: Coordination and Integration	120
Appendix 1: Professional Development Plan to Support Goals	122
Appendix 2: Budget to Support Goals	124

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

John A. Ferguson Sr High

Principal

Lisa Robertson R

School Advisory Council chair

Lisa DeVries

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

Name	Title
Mindy Acosta-Leon	Assistant Principal
Kathryn Guerra	Assistant Principal
Ideal Garcia	Assistant Principal
Stanley Thompkins	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal - 1
 Assistant Principal - 1
 UTD steward - 1
 Teacher - 6
 Parents - 6
 Business Community Representative – 2
 Educational Support Employee – 2
 Student – 2

Involvement of the SAC in the development of the SIP

The SAC was consulted throughout the development of this school improvement plan. Student achievement data was reviewed by the SAC, and determination for expenditures was decided and approved by the SAC.

Activities of the SAC for the upcoming school year

Develop and Monitor the School Improvement Plan. Determination for expenditures of EESAC funds. Address community and school related issues as necessary.

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

- After School Tutorials Reading \$ 3500.00
- Saturday Boot Camp Tutoring Reading \$ 3000.00
- After School Tutorials Mathematics \$ 3500.00
- Saturday Boot Camp Tutoring Mathematics \$ 3000.00
- Saturday Boot Camp Writing \$ 500.00
- Saturday Boot Camp Biology \$ 2000.00
- Saturday Boot Camp US History \$ 2000.00
- Agenda Books \$ 8000.00

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa Robertson R

Principal

Years as Administrator: 19

Years at Current School: 3

Credentials

E Child Ed, Elem Ed, Spec Learn Disab, Ed Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 64%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – NO
 Math AMO– YES
 2012 – Use the same format from 2013
 2011 and prior use original format.
 2012 – School Grade A
 Rdg. Proficiency, 62%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO –70
 Math AMO–52
 2011 and prior use original format.
 '11 '10 '09
 School Grade A A A
 High Standards Rdg 21 84 80
 High Standards Math 59 84 81
 Lrng Gains-Rdg 36 72 56
 Lrng Gains-Math 66 81 76
 Gains-Rdg-25% 47 72 68
 Gains-Math-25% 62 71 69

Kathryn Guerra

Asst Principal

Years as Administrator: 7

Years at Current School: 5

Credentials

English, ESOL, Ed Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 64%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – NO
 Math AMO– YES
 2012 – Use the same format from 2013
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 Math Proficiency, 60%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25%-
 64 points
 Rdg. AMO –70
 Math AMO–52
 2011 and prior use original format.
 '11 '10 '09
 School Grade A A A
 High Standards Rdg. 21 84 80
 High Standards Math 59 84 81
 Lrng Gains-Rdg 36 72 56
 Lrng Gains-Math 66 81 76
 Gains-Rdg-25% 47 72 68
 Gains-Math-25% 62 71 69

Ideal Garcia

Asst Principal

Years as Administrator: 17

Years at Current School: 2

Credentials

Physical Education, Ed Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 64%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – NO
 Math AMO– YES
 2012 – Use the same format from 2013
 2011 and prior use original format.
 2012 – School Grade A
 Rdg. Proficiency, 62%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 60 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25%-
 64 points
 Rdg. AMO –70
 Math AMO–52
 2011 and prior use original format.
 ‘11 ‘10 ‘09
 School Grade A A B
 High Standards Rdg. 70 87 49
 High Standards Math 61 91 75
 Lrng Gains-Rdg 68 71 35
 Lrng Gains-Math 74 77 75
 Gains-Rdg-25% 85 56 52
 Gains-Math-25% 85 71 68

Armandina Acosta-Leon

Asst Principal

Years as Administrator: 6

Years at Current School: 9

Credentials

Elem Ed, Primary Ed, Guidance Counselor, Ed Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 64%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – NO
 Math AMO– YES
 2012 – Use the same format from 2013
 2011 and prior use original format.
 2012 – School Grade A
 Rdg. Proficiency, 62%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO –70
 Math AMO–52
 2011 and prior use original format.
 '11 '10 '09
 School Grade A A A
 High Standards Rdg. 21 84 80
 High Standards M 59 84 81
 Lrng Gains-Rdg 36 72 56
 Lrng Gains-Mat 66 81 76
 Gains-Rdg-25% 47 72 68
 Gains-Math-25% 62 71 69

Stanley Thompkins

Asst Principal

Years as Administrator: 7

Years at Current School: 6

Credentials

Bus Ed, MG Math, Ed Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 64%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25%-
 67 points
 Rdg. AMO – NO
 Math AMO– YES
 2012 – Use the same format from 2013
 2011 and prior use original format.
 2012 – School Grade A
 Rdg. Proficiency, 62%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25%-
 64 points
 Rdg. AMO –70
 Math AMO–52
 2011 and prior use original format.
 '11 '10 '09
 School Grade A A A
 High Standards R 21 84 80
 High Standards Ma 59 84 81
 Lrng Gains-Rdg 36 72 56
 Lrng Gains-Math 66 81 76
 Gains-Rdg-25% 47 72 68
 Gains-Math-25 62 71 69

Classroom Teachers

of classroom teachers

200

receiving effective rating or higher

196, 98%

Highly Qualified Teachers

64%

certified in-field

128, 64%

ESOL endorsed

33, 17%

reading endorsed

15, 8%

with advanced degrees

102, 51%

National Board Certified

21, 11%

first-year teachers

1, 1%

with 1-5 years of experience

7, 4%

with 6-14 years of experience

113, 56%

with 15 or more years of experience

79, 40%

Education Paraprofessionals

of paraprofessionals

29

Highly Qualified

4, 14%

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 retain and recruit highly qualified, certified-in-field, effective teachers to the school the following strategies are implemented:

Extra Period Supplements

Teacher Mentor

Academy Lead Teacher

Committee Leader

Department Chair Assistant Department Chairs

Persons responsible Principal, Assistant Principals

Teacher Mentoring Program/Plan

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

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

New teachers will be assigned Teacher Mentors that are certified in the same subject area. Activities will include peer observation, feedback, and lesson planning.

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 MTSS/RTI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus. At Ferguson we hold these meetings minimally once a month.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)

- Kathy Guerra, Assistant Principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RTI problem solving:
 - Rachel Sturgeon, Behavior Specialist - Creates behavioral management strategies.
 - Dr. Fernando A. Laracuate, EdD, RN – MTSS/RTI Coordinator. The main function of the MTSS/RTI Coordinator is to facilitate the MTSS/RTIs as at-risk students are referred. The MTSS/RTI Coordinator assists Secondary School Counselors in the following manner:
 - a. Reviews documentation and assists in the problem-solving process
 - b. Coordinates, schedules and facilitates MTSS/RTI/SST staff meetings
 - c. Ensures school timeliness compliance through the problem-solving process or multi-tiered levels
 - d. Acts as a consultant to secondary school counselors and student services personnel on individual cases
 - e. Performs any and all other duties as designated by administration and the MTSS/RTI Problem-Solving Team
 - Dr. Maria L. Rodriguez, PhD – Clinical Psychologist. The main function of the Clinical/School Psychologist is to act as a consultant during the problem-solving process. She provides the team and teachers with recommendations as interventions to perform for academically at-risk student. The Clinical/School Psychologist reviews all information pertaining to the problem-solving process before transfer or a recommendation for placement. This person is also responsible for the evaluation and screening of at-risk students. She previous and gather data necessary to prepare for a SST meeting. The School Psychologist involvement with the MTSS/RTI Team include, but are not limited to:
 - Preview and gather data necessary to prepare for a SST meeting
 - a. Participate in the School Support Team/Problem Solving Team's review and evaluation of student data
 - b. Utilize problem solving skills to help identify and assess the learning, development, and adjustment characteristics and needs of students as well as the environmental factors affecting learning. Together with target area specialists, the school psychologist helps develop appropriate intervention plans based on available data
 - c. Assist in ensuring that progress monitoring is conducted on a regular basis
 - d. Utilize psychological methods, instruments, and techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school student
 - e. Conduct a thorough psycho-educational assessment of students for which an M-Team evaluation has been requested
 - f. Analyze and interpret the data collected as well as the results of the psycho-educational evaluation in order to compose a comprehensive report. The psycho-educational report should answer the referral question and provide pertinent recommendations of research-based interventions
 - Dr. Karen Silva-Haj, EdD, MSW– School Social Worker. The function of the School Social Worker is to act as a consultant to the team, student and family. This team member observes and meet with family members in order to assist them in accessing available resources in the community. The School Social Worker also suggests interventions and provides guidance to the team in the problem-solving process.
 - Ms. Tracey Pezoldt, M.Ed. – TRUST Counselor. The function of the TRUST Counselor is to be a consultant to the team on cases that involve mental or emotional challenges. She provides the academically at-risk student with counseling and offer recommendations to the team, student, teachers, and family members with interventions to improve the academic performance of the at-risk student.
 - In addition to Tier 1 problem solving, the Leadership Team members will meet once a month to review consensus, infrastructure, and implementation of building level MTSS/RTI .

Tier 2

Selected members of the MTSS/RTI Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

- Dr. Fernando Laracuate, Guidance Counselor
- Rachel Sturgeon, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist

- Dr. Karen Silva-Haj School Social Worker
- Kathy Guerra, Assistant Principal
- Ellissica Cannon, SPED Department Chair
- Tracy Pezoldt, TRUST Counselor

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

- Dr. Fernando Laracuenta, Guidance Counselor
- Rachel Sturgeon, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist
- Dr. Karen Silva-Haj School Social Worker
- Kathy Guerra, Assistant Principal
- Ellissica Cannon, SPED Department Chair

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS/RTI implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS/RTI district professional development which consists of;

1. Administrators will attend district trainings in MTSS/RTI foundations and MTSS problem solving at

Tiers 1 and 2, and School Support Team Training.

2. MTSS/RTI team members will attend district trainings in MTSS/RTI foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS/RTI Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS/RTI implementation in the school.

The school will utilize back to school night to present MTSS/RTI to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS/RTI and MTSS/RTI parent resources will be available on the school's web site.

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: 9,600

After school tutorial sessions will be available in the areas of Reading, Mathematics, and Science. Saturday Academic Boot Camps will be offered one month prior to FCAT, End of Course Exams, Advance Placement Exams, and International Baccalaureate Exams.

Teachers will collaborate, plan, and engage in professional development activities during early release days, professional development work days, after school, and when possible during their planning time.

Strategy Purpose(s)

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

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

Data is collected and analyzed year around. At the beginning of the school year, Teachers administer the Baseline to all 9th and 10th grade students in Reading, to all students currently enrolled in Algebra, Geometry, Biology, and US History, and to students who failed the 10th grade FCAT. Teachers then review student results by downloading reports created by Edusoft which provides teachers data by standards. Teachers then create an Intervention Plan where they cater their instruction towards the weaknesses identified by the baseline. This process happens in the fall and then again at mid-year.

At the beginning of the year, teachers also use Student Performance Indicators to identify student weaknesses based on the student's performance on the previous year's FCAT and or EOC tests. Teachers then are able to use Differentiated Instruction to help students master their weaknesses.

Who is responsible for monitoring implementation of this strategy?

- Dr. Fernando Laracuenta, Guidance Counselor
- Rachel Sturgeon, Behavior Specialist
- Dr. Maria L. Rodriguez, School Psychologist
- Dr. Karen Silva-Haj School Social Worker
- Kathy Guerra, Assistant Principal
- Ellissica Cannon, SPED Department Chair

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Lisa R. Robertson	Principal
Armandina Acosta-Leon	Assistant Principal
Kathryn Guerra	Assistant Principal
Patricia Borgono	ESOL Chairperson
Mayra Mateos	Reading Chairperson
Edward Gomez	Math Chairperson

Name	Title
Vivian Acevedo	Social Studies Chairperson
Sanra Rainelli	Language Arts Chairperson
Lisa DeVries	EESAC Chairperson
Edda Rivera	Science Chairperson
Ellisica Cannon	SPED Chairperson

How the school-based LLT functions

The Literacy Leadership Team meets once every grading period. During these meeting recommendations are made on how to promote reading and literacy school-wide. Since Chairpersons from all departments are members of the Reading Leadership Team, these school leaders are in charge of communicating with their departments and promoting the ideas set forth by the team.

Major initiatives of the LLT

The following recommendations have been made by the Reading Leadership Team for the 2013-2014 school year:

- Reading Leadership Team will encourage and support teacher collaboration through Professional Learning Communities to promote new instructional techniques such as new technology programs and becoming familiar with Common Core.
- The LLT is responsible for monitoring the use of Instructional Focus Calendars that are tailored to each teacher's classes
- School's website provides teachers with resources such as High School Reading Task Cards to infuse reading in the content areas.

Every Teacher Contributes to Reading Instruction

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

In order to create a focus on literacy across the curriculum, teachers will participate in various professional development workshops that will encourage reading strategies in all subject areas. The Literacy Leadership team will create a Reading Plan for each of the nine weeks which will guide content area teachers in infusing reading across the curriculum. Additionally, the reading department chair will follow-up with teachers and schedule modeling sessions to further integrate reading strategies throughout the academic/content areas. As for the responsibility of teachers, student data chats will be conducted with all students based on information retrieved from SPI database and Edusoft, following all interim and FAIR assessments. Interventions will be developed and implemented by reading and language arts teachers based on students' individual needs along with continuous progress monitoring (OPM). Furthermore, FCAT and SPI data will be utilized to create after school tutorial sessions to further enhance the reading process of Level 1, 2, and fragile 3 intensive reading students. Reading teachers will have the ability to conference with reading department chair and obtain new developments and strategies available for student enrichment. Teachers will plan and develop curriculum that focuses on research-based, explicit instruction. The data collection, OPM, professional development, and individual student interventions will be monitored by the, Reading Department Chair, Test Chairperson, Assistant Principal of Curriculum (APC) and Principal. Lastly, in an effort to promote school-wide reading goals, teachers will create classroom libraries that can include content area text and/or books relating to instructional themes. Students will be encouraged to participate in several reading activities throughout the school year that will include book/literacy clubs, book fairs, reading contests, and regular visits to the Media Center to promote life-long reading skills.

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

John A. Ferguson offers students academy elective courses based on their future career plans. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. In addition to academy classes students are encouraged to participate in dual enrollment courses on and off campus and in advanced placement classes where they have the opportunity to earn both high school and college credit.

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

John A. Ferguson offers students elective courses and courses in their Major Area of Interest. Many of these courses focus on job skills and include the opportunities for student internships and industry certification. Students choose a Major Area of Interest upon entering the ninth grade. Once the Major Area of Interest is declared, the academy-based courses are prescribed. Additional elective courses can be selected based on student interest. As part of the curriculum for the ninth grade transition class, students receive instruction in academic and career planning. During the subject selection process, counselors meet with students by academy and offer guidance. The course selection sheet is sent home for parent's signature.

Strategies for improving student readiness for the public postsecondary level

Students at Ferguson are expected to have successful post-secondary experiences since their time at Ferguson is spent in preparation for them to continue their academic career. The academy model allows for students to receive both skills and opportunities that better prepare them upon graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their academy. In 11th and 12th grade students are encouraged to complete academy related internships where they can put their knowledge into practice. Some of these internships have turned into jobs for them. The Lead Teachers are active in maintaining community contacts that welcome our students for academy related jobs. Academy Teachers are informed of various job opportunities through the Lead Teachers and students who show interest are usually given summer placements in both jobs and internships. Students in the Hospitality and Tourism Academy are often placed in both paid and unpaid internships in corporations such as Carnival Cruise Lines. The culinary students prepare food for breakfast and luncheons to guests in the building as well as serve them. They also operate an in house restaurant, The Falcon Flame, which opens on a quarterly basis. Biomedical students are placed at job sites such as nursing facilities and local hospitals. The International Business and Finance students are placed in accounting firms and insurance companies. During tax season our senior accounting students prepare taxes for members of the community. The students in the IT academy are often called to create websites for other schools in the district as well as helping our computer technicians and teachers on site. Our Design and Architecture students in the TV Production strand work in the videotaping and editing of our graduation ceremony and extend this service to other schools as well. Industry certification courses and opportunities are embedded into all of our academies. Lastly, all academy students are encouraged to purchase uniforms and or work related apparel. On certain days or for certain events the students are asked to come to school in these clothes. All these experiences facilitate the transition into career pathways for our students.

Once students complete the four years of the academy and some additional criteria students are considered academy completers and receive an Academy Certificate. The Academy Certificate may equate to college credit being granted for the academy courses taken here at Ferguson. In most cases, students must complete the academy to receive credit for each course; however in some instances in

order to accommodate transfer students etc., credit is given for the classes the student completed even if they were unable to complete the academy. This school year we had 85% of our senior class graduate from Ferguson with 60% of our seniors receiving an Academy Certificate. This data suggests that a large number of our graduates are successful in completing the academy and can reap the benefits of college credits with our articulation agreements.

At the moment our main articulation agreement is with Miami Dade College. Each academy has classes that articulate with this institution. From the International Business and Finance academy the International Business strand, Accounting strand, Entrepreneurship strand, and Business Supervision strand, all fully articulate giving the student the opportunity to earn 12 college credits for completing the academy. In the Hospitality and Tourism Academy, the Early Childhood Education strand fully articulates and half of the Hospitality strand articulates. The Biomedical Academy has the First Responder and Nursing Assistant strand fully articulate, while the Health Unit Coordinator strand partially articulates. In the Information Technology Academy the Computer Programming strand, Web Design strand, and Networking strand fully articulate. Our Digital Design strand partially articulates with MDC and fully articulates with the Art Institute of Ft. Lauderdale and Florida National College. Lastly, in the Design and Architecture Academy the Drafting strand fully articulates with MDC and the TV production strand fully articulates with the Art Institute of Ft. Lauderdale. Many of our art and music strands such as Photography, Drawing and Painting and Comprehensive Theater have courses that articulate with certain art institutes across the nation. Many of our academies also lead to industry certifications.

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	70%	64%	No	73%
American Indian		36%		
Asian	84%	84%	Yes	86%
Black/African American	65%	61%	No	69%
Hispanic	69%	64%	No	72%
White	82%	63%	No	84%
English language learners	48%	26%	No	53%
Students with disabilities	41%	27%	No	47%
Economically disadvantaged	66%	59%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	567	27%	34%
Students scoring at or above Achievement Level 4	762	36%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	28%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%

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)	177	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	120	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	129	42%	48%

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.		74%	77%

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	744	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	69%	Yes	57%
American Indian		91%		
Asian	94%	93%	No	94%
Black/African American	48%	59%	Yes	54%
Hispanic	51%	69%	Yes	56%
White	53%	64%	Yes	57%
English language learners	48%	47%	No	54%
Students with disabilities	44%	32%	No	50%
Economically disadvantaged	50%	65%	Yes	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	20%
Students scoring at or above Level 7		[data excluded for privacy reasons]	35%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		71%	74%
Students in lowest 25% making learning gains (EOC)		67%	70%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		65%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	295	44%	47%
Students scoring at or above Achievement Level 4	70	10%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	285	32%	34%
Students scoring at or above Achievement Level 4	275	31%	32%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	445	42%	44%
Students scoring at or above Achievement Level 4	328	31%	32%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	25		30
Participation in STEM-related experiences provided for students	325	8%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1954	49%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		92%	93%
Students taking one or more advanced placement exams for STEM-related courses	219	6%	7%
CTE-STEM program concentrators	1435		1535
Students taking CTE-STEM industry certification exams	520	13%	15%
Passing rate (%) for students who take CTE-STEM industry certification exams		73%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	2740	65%	68%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	126	3%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		1%	2%
Students taking CTE industry certification exams	845	21%	25%
Passing rate (%) for students who take CTE industry certification exams		73%	75%
CTE program concentrators	1452	53%	55%
CTE teachers holding appropriate industry certifications		90%	93%

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	325	8%	7%
Students in ninth grade with one or more absences within the first 20 days	90	11%	10%
Students in ninth grade who fail two or more courses in any subject	143	13%	12%
Students with grade point average less than 2.0	483	12%	11%
Students who fail to progress on-time to tenth grade	4	0%	0%
Students who receive two or more behavior referrals	1107	27%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1095	26%	25%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	80	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	918	85%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	110	66%	68%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	905	81%	83%

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

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities to 46% (1932). Forty-five percent (1890) of Ferguson parents were involved in parental activities during the 2012-2013 school year.

Barrier(s) Lack of proficiency in the English language can be a factor keeping parents from attending school functions.

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? Connect-Ed messages and written communication regarding school events will be sent to parents in English and Spanish.

? All oral and written communication will be made in English and Spanish.

? Whenever possible a separate session of the scheduled function will be offered in Spanish.

? Fidelity will be monitored by administration verifying that all written and oral communication to parents is done bilingually.

? Effectiveness will be monitored by reviewing Connect Ed reports and Parent Sign In sheets.
 ? Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

Barrier (s) Lack of Parental PTSA Enrollment & PTSA Membership

? Conduct membership drive contest involving students, parents, and teachers.

? Administrators and PTSA Board will monitor membership drive

? Membership forms and PTSA sign in sheets will be monitored for effectiveness of membership drive

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of all current students	1890	45%	46%

Goals Summary

- G1.** During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.
- G2.** During 2012-2013, 74% of on-time graduates scored College Ready in Reading. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Reading by 3 percentage points to 77%.
- G3.** During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.
- G4.** During 2012-2013, 69% of all students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to maintain the percentage of students meeting Annual Measurable Objective.
- G5.** During 2012-2013, 65% of on-time graduates scored College Ready in Mathematics. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Mathematics by 4 percentage points to 69%.
- G6.** During 2012-2013, 54% of students scored at Level 3 or above on the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above on the Algebra I EOC by 5 percentage points to 59%.
- G7.** During 2012-2013, 63% of students scored at Level 3 or above in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above Geometry EOC by 3 percentage points to 66%.
- G8.** During 2012-2013, 73% of students scored at Level 3 or above on the Biology EOC. Our goal for 2013-2014 is to increase by 3 percentage points the number of students scoring at Level 3 or above to 76%.
- G9.** During 2012-2013, 49% of our students enrolled in one or more accelerated STEM-related courses. Our goal during 2013-2014 is to increase the percent of students participating in these courses by 1% to 50%.
- G10.** During 2012-2013, 65% of students were enrolled in one or more CTE course. Our goal during 2013-2014 is for 66% of students to enroll in one or more CTE course. An increase of 1 percentage points.
- G11.** During 2012-2013, 67% of students scored in the middle and upper third on the US History EOC. Our goal for 2013-14 is to increase by 3 percentage points the number of students scoring in the middle and upper third to 70%.

- G12.** During 2013-2014, students exhibiting early warning signs of not completing high school will be identified.

- G13.** During 2012-2013, 85% of graduating students graduated in 4 years. Our goal for 2013-2014 is for 85% of graduating students to graduate in 4 years.

- G14.** During the 2012-2013 school year, 45% of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities by 2 percentage points to 46%.

Goals Detail

G1. During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.

Targets Supported

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

Resources Available to Support the Goal

- JRN Reading Series USA Today Newspaper Program EDGE Reading Series High School Task Cards

Targeted Barriers to Achieving the Goal

- The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.
- During 2012-2013, 64% of Hispanic students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of Hispanic students meeting Annual Measurable Objective by 8 percentage points to 72%. Fifty nine percent of ED students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of ED students meeting Annual Measurable Objective by 10 percentage points to 69%. Sixty three percent of White students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of White students meeting Annual Measurable Objective by 19 percentage points to 84%. Sixty one percent of Black students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of Black students meeting Annual Measurable Objective by 8 percentage points to 69%. The area of deficiency or barrier for the Hispanic, White, Black and ED subgroups as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.
- During 2012-2013, 27% of students scored at Level 3 in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 7 percentage points to 34%. The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.
- During 2012-2013, 36% of students scored at Levels 4-5 in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 on the FCAT 2.0 Reading Assessment by 3 percentage points to 39%. The area of deficiency or barrier for students scoring at Achievement Level 4, as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.
- During 2012-2013, 25% of students scored Levels 4-6 in the FAA Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 4-6 in the FAA Reading Assessment by 3 percentage points to 28%. Students have difficulty reading the required selections multiple times prior to responding to comprehension questions. This can be accomplished by using read aloud, auditory tapes and text readers that provide print with visuals and or symbols.
- During 2012-2013, 33% of students scored Level 7 in the FAA Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 7 in the FAA Reading Assessment by 2 percentage points to 35%. There is a lack of high interest reading materials for

students who understand the spoken word and stories but are unable to read themselves. Therefore, they are not practicing their reading skills because their reading ability is limited to books meant for much younger students.

- During 2012-2013, 67% of students made Learning Gains in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students making Learning Gains in the FCAT 2.0 Reading Assessment by 3 percentage points to 70%. The area of deficiency or barrier for Students making learning gains (FCAT 2.0 and FAA) as noted in the 2013 FCAT 2.0 administration was: Reporting Category 3: Literary Analysis-Fiction/Non Fiction. This was mainly due to a lack of exposure to a variety of activities involved in analyzing literary elements and figurative language.
- During 2012-2013, 64% of students in the lowest 25% made Learning Gains in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the Learning Gains in the FCAT 2.0 Reading Assessment by 4 percentage points to 68%. The area of deficiency or barrier for Students in lowest 25% making learning gains as noted in the 2013 FCAT 2.0 administration was: Reporting Category 3: Literary Analysis-Fiction/Non Fiction. This was mainly due to a lack of exposure to a variety of activities involved in analyzing literary elements and figurative language.
- During the 2012-2013 CELLA Assessment 57% of students scored proficient in Listening/ Speaking. Our goal for 2013-2014 is to increase the number of students scoring proficient by 4 percentage points to 61%. Planning for language focus across the curriculum including thinking and metacognition.
- During the 2012-2013 CELLA Assessment 39% of students scored proficient in Reading. Our goal for 2013-2014 is to increase the number of students scoring proficient by 6 percentage points to 45%. Thinking and metacognition, planning for reading across the curriculum, sounds of words, and Vocabulary are barriers for ELL students in reading.
- During the 2012-2013 CELLA Assessment 42% of students scored proficient in Writing. Our goal for 2013-2014 is to increase the number of students scoring proficient by 6 percentage points to 48%. Thinking and metacognition, planning for reading across the curriculum, sounds of words, and Vocabulary are barriers for ELL students in reading.
- During 2012-2013, 26% of ELL students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of ELL students meeting Annual Measurable Objective by 27 percentage points to 53%. The area of deficiency or barrier for students in the ELL subgroup as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.
- During 2012-2013, 27% of SWD students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of SWD students meeting Annual Measurable Objective by 20 percentage points to 47%. The area of deficiency or barrier for students in the SWD subgroup as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and identifying and analyzing the information in the text.

Plan to Monitor Progress Toward the Goal

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

G2. During 2012-2013, 74% of on-time graduates scored College Ready in Reading. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Reading by 3 percentage points to 77%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students do not register to take the SAT, ACT, and or the PERT.

Plan to Monitor Progress Toward the Goal

We monitor the percentage of students scoring "Ready". This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

We monitor the percentage of students scoring "Ready". This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

G3. During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Edusoft scanners, LCD projectors

Targeted Barriers to Achieving the Goal

- Historically, based on trends noted by teachers in classroom writing assessment, the areas of deficiency for student writers is elaboration and mechanics in expository/persuasive writing.

Plan to Monitor Progress Toward the Goal

The baseline and mid-year writing assessments as well as the results of the 2014 FCAT Writing test will be the evaluation tools used to monitor student progress and achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Writing Interims

G4. During 2012-2013, 69% of all students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to maintain the percentage of students meeting Annual Measurable Objective.

Targets Supported

Resources Available to Support the Goal

- Edusoft, IXL.com, Algebra Nation

Targeted Barriers to Achieving the Goal

- During 2012-2013, 93% of Asian students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to increase the number of Asian students meeting Annual Measurable Objective by 1 percentage point to 4%. Asian students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and consistent exposure to mathematical.
- During 2012-2013, 32% of SWD students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to increase the number of SWD students meeting Annual Measurable Objective by 18 percentage points to 50%. SPED students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals, Quadratics, and Discrete Mathematics reporting Category due to not enough practice on the topics of that reporting category. SPED students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.
- During 2012-2013, 17% of students scored Levels 4-6 in the FAA Mathematics Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 4-6 in the FAA Mathematics Assessment by 3 percentage points to 20%. Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). Students in secondary mathematics have difficulty transferring skills learned into real world situations. Increase repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.
- During 2012-2013, 33% of students scored Levels 7-9 in the FAA Mathematics Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 7-9 in the FAA Mathematics Assessment by 2 percentage points to 35%. Students in secondary mathematics have difficulty transferring skills learned into real world situations.
- During 2012-2013, 71% of students made Learning Gains in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-2014 is to increase the number of students making Learning Gains in the FCAT 2.0 Mathematics Assessments by 3 percentage points to 74%. Students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and consistent exposure to mathematical.
- During 2012-2013 67% of students in the lowest 25% made Learning Gains in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-2014 is to increase the Learning Gains in the FCAT 2.0 Mathematics Assessments by 3 percentage points to 70%. Students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and opportunities to interpret and analyze basic mathematical concepts.

Plan to Monitor Progress Toward the Goal

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

G5. During 2012-2013, 65% of on-time graduates scored College Ready in Mathematics. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Mathematics by 4 percentage points to 69%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Students do not register to take the SAT, ACT, and or the PERT. Students do not score “Ready” on college entrance exams.

Plan to Monitor Progress Toward the Goal

The percent of students testing “Ready” is re-calculated after all administrations of the SAT, ACT, and PERT. Teachers will test students on a regular basis and assess growth.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT. We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

G6. During 2012-2013, 54% of students scored at Level 3 or above on the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above on the Algebra I EOC by 5 percentage points to 59%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Edusoft, IXL.com, Algebra Nation

Targeted Barriers to Achieving the Goal

- During 2012-2013, 44% of students scored at Level 3 in the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 Algebra I EOC by 3 percentage points to 47%. Students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the subcategory of Polynomials. This is in part due to the sequencing of the pacing guides which identifies polynomials towards the end of the Algebra I curriculum.
- During 2012-2013, 10% of students scored at Levels 4-5 in the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 Algebra I EOC by 2 percentage points to 12%. Students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the subcategory of Polynomials. This is in part due to the sequencing of the pacing guides which identifies polynomials towards the end of the Algebra I curriculum.

Plan to Monitor Progress Toward the Goal

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments, Formal and Informal Assessments

G7. During 2012-2013, 63% of students scored at Level 3 or above in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above Geometry EOC by 3 percentage points to 66%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Edusoft, IXL.com, Algebra Nation

Targeted Barriers to Achieving the Goal

- During 2012-2013, 32% of students scored at Level 3 in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 Geometry EOC by 2 percentage points to 34%. Students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.
- During 2012-2013, 31% of students scored at Levels 4-5 in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 Geometry EOC by 1 percentage points to 32%. Students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.

Plan to Monitor Progress Toward the Goal

Administration and Math Department Chair will monitor progress toward goal through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments, Formal and Informal Assessments

G8. During 2012-2013, 73% of students scored at Level 3 or above on the Biology EOC. Our goal for 2013-2014 is to increase by 3 percentage points the number of students scoring at Level 3 or above to 76%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Edusoft, LCD Projectors, Quia,

Targeted Barriers to Achieving the Goal

- During 2012-2013, 42% of students scored at Level 3 on the Biology EOC. Our goal for 2013-2014 is to increase by 2 percentage points the number of students scoring at Level 3 to 44%. The Pacing Guides have not always been properly aligned with the Interim Assessments. Students will to be given more hands-on experience, laboratory activities and the use of technology to reinforce understanding of content material in depth.
- During 2012-2013, 31% of students scored at Levels 4-5 on the Biology EOC. Our goal for 2013-2014 is to increase by 1 percentage points the number of students scoring at Levels 4-5 to 32%. The Pacing Guides have not always been properly aligned with the Interim Assessments. Students will to be given more hands-on experience, laboratory activities and the use of technology to reinforce understanding of content material in depth.

Plan to Monitor Progress Toward the Goal

Administration and Science Department Chair will monitor progress toward goal through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments

G9. During 2012-2013, 49% of our students enrolled in one or more accelerated STEM-related courses. Our goal during 2013-2014 is to increase the percent of students participating in these courses by 1% to 50%.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Computers, Licenses for Certification Exams

Targeted Barriers to Achieving the Goal

- During 2012-2013, the completion rate for students enrolled in accelerated STEM-related courses was 92%. Our goal for 2014 is increase the completion rate to 93%. Students do not always have the prerequisite courses needed to enroll in accelerated STEM-related courses.
- During 2012-2013, 51% of students who took advanced placement exam(s) for STEM-related courses passed. Our goal during 2013-2014 is that 52% of students who take advanced placement exam(s) for STEM-related courses will pass. Students who are not as prepared for the AP coursework struggle to pass the AP exam.
- During 2012-2013, 35% of students were CTE-STEM program concentrators. Our goal for the 2013-2014 school year is to increase that number by 1% to 36%. Many certification exams have limited correlation with course content (i.e. certifying in Photoshop for hospitality & tourism courses), thus student interest in certifications is limited.
- During 2012-2013, 73% of the students who took CTE-STEM industry certification exams passed. Our goal in 2013-2014 is to increase the passing rate by 2 percentage points to 75% passing. Elective class sizes exceed computer lab capacities thus limiting the number of hours students can practice and prepare for industry certification exams and the cost of licensing certification exams.

Plan to Monitor Progress Toward the Goal

o Data from the current school year will be compared with previous years to see if there has been an increase in CTE certifications and readiness.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Teacher made tests.

G10. During 2012-2013, 65% of students were enrolled in one or more CTE course. Our goal during 2013-2014 is for 66% of students to enroll in one or more CTE course. An increase of 1 percentage points.

Targets Supported

- CTE

Resources Available to Support the Goal

- Computers, Testing Licenses

Targeted Barriers to Achieving the Goal

- Some academies are not CTE related and those students work to complete their academy requirements.
- Students who enroll in accelerated courses do not always have the prerequisites required for these courses.
- Students in CTE courses are not always ready for Industry Certification exams.
- During 2012-2013, 90% of CTE teachers held appropriate industry certifications. Our goal for 2014 is that 93% of the teachers in CTE courses will hold appropriate industry certifications. Teachers need to be familiar with emerging technology.

Plan to Monitor Progress Toward the Goal

Advanced trainings resulting in CTE teacher becoming industry certified.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Number of teachers holding appropriate industry certifications.

G11. During 2012-2013, 67% of students scored in the middle and upper third on the US History EOC. Our goal for 2013-14 is to increase by 3 percentage points the number of students scoring in the middle and upper third to 70%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Edusoft, Textbooks

Targeted Barriers to Achieving the Goal

- Students show deficiencies in making Inferences.

Plan to Monitor Progress Toward the Goal

Administration and Social Department Chair will monitor progress toward goal through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Interim Assessments

G12. During 2013-2014, students exhibiting early warning signs of not completing high school will be identified.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Plasco, Connect-Ed, TADL

Targeted Barriers to Achieving the Goal

- During 2012-2013, 13% of 9th grade students failed two or more courses in any subject. Our goal for 2013-2014 is to reduce the number of 9th grade students failing two or more courses by 1 percentage point to 12%. Ninth grade students sometimes have difficulty passing all of their classes due to the transition period to an eight period day.
- During 2012-2013, 12% of students had a GPA less than 2.0. Our goal for 2013-2014 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 11%. Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness.
- During 2012-2013, 11% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2013-2014 is to drop that percentage by 2 percentage points to 9%. Students may choose to be absent from school for reasons not approved by the school board.
- During 2012-2013, 8% of students missed 10% or more of available instructional time. Our goal for 2013-2014 is to lower the number of students who miss 10% or more of available instructional time by 1 percentage point to 7%. Students are not always knowledgeable about the District's Attendance Policy.
- During 2012-2013, 27% of students received two or more behavior referrals. Our goal for 2013-2014 is to lower the number of students receiving two or more behavior referrals by one percentage point to 26%. Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct.
- During 2012-2013, 26% of students received one or more behavior referrals that lead to suspension. Our goal during 2013-2014 is to reduce the number of students receiving one or more behavior referrals by 1 percentage point to 25%. Students may choose to not conform to classroom rules, school-wide procedures, Code of Student Conduct.

Plan to Monitor Progress Toward the Goal

Assistant Principals will review Plascotrac monthly reports for trends in minor disciplinary violations.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Monitor COGNOS reports for trends in numbers of referrals.

G13. During 2012-2013, 85% of graduating students graduated in 4 years. Our goal for 2013-2014 is for 85% of graduating students to graduate in 4 years.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- During 2012-2013, 2% of students dropped out of school. Our goal for 2013-2014 is to reduce or maintain the number of students dropping out. Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.
- During 2012-2013, 66% of academically at-risk students graduated in 4 years. Our goal for 2013-2014 is to increase the graduation rate of at-risk students by 2 percentage point to 68%. Academically at-risk students exhibit warning signs of potentially dropping out of school in the areas of academic achievement, and social behaviors.

Plan to Monitor Progress Toward the Goal

Effectiveness of progress will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four year plan.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Tutoring logs and counselor logs for academic advisement conferences.

G14. During the 2012-2013 school year, 45% of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities by 2 percentage points to 46%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Connect-Ed

Targeted Barriers to Achieving the Goal

- Lack of proficiency in the English language can be a factor keeping parents from attending school functions.

Plan to Monitor Progress Toward the Goal

Progress toward goal will be monitored by reviewing Connect Ed reports and Parent Sign In sheets.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.

G1.B1 The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B1.S1 ? Strategies • reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

Action Step 1

Action Steps • Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. After school tutorial and Saturday Boot Camp will be provided for extra practice. Teachers will participate in Common Core Language Arts professional development where best practices will be shared and then implemented in their classrooms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Facilitator:

Reading Department Chair

Participants:

Teachers

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

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Plan to Monitor Effectiveness of G1.B1.S1

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus

G1.B2 During 2012-2013, 64% of Hispanic students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of Hispanic students meeting Annual Measurable Objective by 8 percentage points to 72%. Fifty nine percent of ED students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of ED students meeting Annual Measurable Objective by 10 percentage points to 69%. Sixty three percent of White students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of White students meeting Annual Measurable Objective by 19 percentage points to 84%. Sixty one percent of Black students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of Black students meeting Annual Measurable Objective by 8 percentage points to 69%. The area of deficiency or barrier for the Hispanic, White, Black and ED subgroups as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B2.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini- Assessments. Reading Plus.

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

Fidelity of implementation will be monitor by classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini- Assessments. Reading Plus.

Plan to Monitor Effectiveness of G1.B2.S1

Effectiveness of strategies will be monitored by classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini- Assessments. Reading Plus.

G1.B3 During 2012-2013, 27% of students scored at Level 3 in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 7 percentage points to 34%. The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B3.S1 • reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. After school tutorial and Saturday Boot Camp will be provided for extra practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

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

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Plan to Monitor Effectiveness of G1.B3.S1

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

G1.B4 During 2012-2013, 36% of students scored at Levels 4-5 in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 on the FCAT 2.0 Reading Assessment by 3 percentage points to 39%. The area of deficiency or barrier for students scoring at Achievement Level 4, as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B4.S1 reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

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

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Plan to Monitor Effectiveness of G1.B4.S1

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

G1.B5 During 2012-2013, 25% of students scored Levels 4-6 in the FAA Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 4-6 in the FAA Reading Assessment by 3 percentage points to 28%. Students have difficulty reading the required selections multiple times prior to responding to comprehension questions. This can be accomplished by using read aloud, auditory tapes and text readers that provide print with visuals and or symbols.

G1.B5.S1 The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). PD will be offered on Technology during an early release day.

Action Step 1

Students will demonstrate the skills in real-world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made test

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

Students will demonstrate the skills in real-world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests

Plan to Monitor Effectiveness of G1.B5.S1

Students will demonstrate the skills in real-world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests

G1.B6 During 2012-2013, 33% of students scored Level 7 in the FAA Reading Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 7 in the FAA Reading Assessment by 2 percentage points to 35%. There is a lack of high interest reading materials for students who understand the spoken word and stories but are unable to read themselves. Therefore, they are not practicing their reading skills because their reading ability is limited to books meant for much younger students.

G1.B6.S1 Use more oral reading and pair it with visual exposure to the same book(s), with an emphasis on applying lessons of the stories to the student lives.

Action Step 1

Students will demonstrate the skills in real world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests

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

Use more oral reading and pair it with visual exposure to the same book(s), with an emphasis on applying lessons of the stories to the student lives.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Students will demonstrate the skills in real-world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

Plan to Monitor Effectiveness of G1.B6.S1

Administration and SPED Department Chair will monitor classroom Assessments and use of Oral Reading as a strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Students will demonstrate the skills in real-world contexts. Samples of student work will be collected and assessed, progress on the IEP goals will be monitored and documented teacher observations will occur on a monthly basis.

G1.B7 During 2012-2013, 67% of students made Learning Gains in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of students making Learning Gains in the FCAT 2.0 Reading Assessment by 3 percentage points to 70%. The area of deficiency or barrier for Students making learning gains (FCAT 2.0 and FAA) as noted in the 2013 FCAT 2.0 administration was: Reporting Category 3: Literary Analysis-Fiction/Non Fiction. This was mainly due to a lack of exposure to a variety of activities involved in analyzing literary elements and figurative language.

G1.B7.S1 Modeling • Role Play • Prediction • Story Maps • Buddy/Partner Readings • Reader's Theater • Think aloud

Action Step 1

Students should be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and mini-Assessments. Reading Plus.

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

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Plan to Monitor Effectiveness of G1.B7.S1

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

G1.B8 During 2012-2013, 64% of students in the lowest 25% made Learning Gains in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the Learning Gains in the FCAT 2.0 Reading Assessment by 4 percentage points to 68%. The area of deficiency or barrier for Students in lowest 25% making learning gains as noted in the 2013 FCAT 2.0 administration was: Reporting Category 3: Literary Analysis-Fiction/Non Fiction. This was mainly due to a lack of exposure to a variety of activities involved in analyzing literary elements and figurative language.

G1.B8.S1 Modeling • Role Play • Prediction • Story Maps • Buddy/Partner Readings • Reader's Theatre • Think alouds

Action Step 1

Students should be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

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

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Plan to Monitor Effectiveness of G1.B8.S1

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

G1.B9 During the 2012-2013 CELLA Assessment 57% of students scored proficient in Listening/Speaking. Our goal for 2013-2014 is to increase the number of students scoring proficient by 4 percentage points to 61%. Planning for language focus across the curriculum including thinking and metacognition.

G1.B9.S1 Ask and answer Listening dictation Listening round/Round robin Speaking Frames Say It (spoken role play provides motivation for new vocabulary within small group) Listen-up (develops fluency in recognizing work/sound correspondence)

Action Step 1

Teachers know their learners: their language background, their language proficiency, their experiential background. • Teachers are trained to identify the learning outcomes of their students including the language demands of the teaching and learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

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

The Language Arts teacher will review progress with the Assistant Principal and Dept. Chair during first grading period, first semester, end of first year and end of second year.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B9.S1

Post Program Review ensures accurate monitoring of student's progress in reading by ensuring that L.A. teacher is responsible for managing and monitoring student progress and documenting progress in the WLEP. • L.A. teacher maintaining supporting examples for evident progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

G1.B10 During the 2012-2013 CELLA Assessment 39% of students scored proficient in Reading. Our goal for 2013-2014 is to increase the number of students scoring proficient by 6 percentage points to 45%. Thinking and metacognition, planning for reading across the curriculum, sounds of words, and Vocabulary are barriers for ELL students in reading.

G1.B10.S1 Anticipatory Reading Guides • Cooperative Reading/Reciprocal teaching • Differentiated texts • Information transfer • Interactive cloze/creative cloze • Comprehensive strategies

Action Step 1

Maintain and make explicit the same learning outcomes for all the learners • Begin with context embedded tasks which make the abstract concrete. • Provide multiple opportunities for authentic language use with a focus on students using academic language. • Ensure a balance between receptive and productive language • Include opportunities for monitoring and self-evaluation

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

Plan to Monitor Fidelity of Implementation of G1.B10.S1

The Language Arts teacher will review progress with the Assistant Principal and Dept. Chair during first grading period, first semester, end of first year and end of second year.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B10.S1

Post Program Review ensures accurate monitoring of student's progress in reading by ensuring that the language arts teacher is responsible for managing and monitoring student progress and documenting progress in the WLEP. • The language arts teacher will maintain supporting examples for evident progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

G1.B11 During the 2012-2013 CELLA Assessment 42% of students scored proficient in Writing. Our goal for 2013-2014 is to increase the number of students scoring proficient by 6 percentage points to 48%. Thinking and metacognition, planning for reading across the curriculum, sounds of words, and Vocabulary are barriers for ELL students in reading.

G1.B11.S1 Anticipatory Reading Guides • Cooperative Reading/Reciprocal teaching • Differentiated texts • Information transfer • Interactive cloze/creative cloze • Comprehensive strategies

Action Step 1

Maintain and make explicit the same learning outcomes for all the learners • Begin with context embedded tasks which make the abstract concrete. • Provide multiple opportunities for authentic language use with a focus on students using academic language. • Ensure a balance between receptive and productive language • Include opportunities for monitoring and self-evaluation

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Make learning objectives evident to students • Respond to the scientifically research based intervention by progress monitoring students for two years after exiting the program. The Language Arts teacher will review progress with the Assistant Principal and Dept. Chair during first grading period, first semester, end of first year and end of second year.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

Plan to Monitor Effectiveness of G1.B11.S1

Post Program Review ensures accurate monitoring of student's progress in reading by ensuring that L.A. teacher is responsible for managing and monitoring student progress and documenting progress in the WLEP

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

2013-2014 CELLA Assessment

G1.B12 During 2012-2013, 26% of ELL students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of ELL students meeting Annual Measurable Objective by 27 percentage points to 53%. The area of deficiency or barrier for students in the ELL subgroup as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B12.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini- Assessments. Reading Plus.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B12.S1

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Reading Plus Reports

G1.B13 During 2012-2013, 27% of SWD students met Annual Measurable Objective in the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the number of SWD students meeting Annual Measurable Objective by 20 percentage points to 47%. The area of deficiency or barrier for students in the SWD subgroup as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and identifying and analyzing the information in the text.

G1.B13.S1 Strategies • reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct On-Going 2014 FCAT 2.0 Education Teachers and SPED Teachers conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Action Step 2

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct On-Going 2014 FCAT 2.0 Education Teachers and SPED Teachers conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Plan to Monitor Fidelity of Implementation of G1.B13.S1

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Plan to Monitor Effectiveness of G1.B13.S1

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Baseline Interim Assessment, Fall Interim Assessment, Mid-Year Interim Assessment, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus.

G2. During 2012-2013, 74% of on-time graduates scored College Ready in Reading. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Reading by 3 percentage points to 77%.

G2.B1 Students do not register to take the SAT, ACT, and or the PERT.

G2.B1.S1 Students are reminded by way of school announcements and posters located around the school of registration deadlines for the SAT and the ACT. Our school offers both exams on school grounds for the convenience of the students. Through the help of ASPIRA we work with our low income students and offer them waivers so that they may take the SAT or the ACT free of charge. Since not all students meet the state requirements to take the PERT during school time, we offer the PERT to all those interested on several Saturdays in the spring. Students are scheduled into classes that are tailored to prepare them to be successful upon taking a college entrance exam in both Reading and Mathematics.

Action Step 1

Offer the SAT, ACT, and the PERT on school grounds. Large posters indicating test dates and registrations deadlines are placed in numerous locations in the school. Students are placed in classes such as Math for College Readiness and Florida College Prep to help prepare them to score "Ready".
? How to monitor for fidelity Create a File Download to verify that students have taken the SAT, ACT, and or the PERT. Create a File Download to verify that all students who have not scored "Ready" are currently placed in Math for College Readiness and or Florida College Prep. ? How to monitor for effectiveness The percent of students testing "Ready" is re-calculated after all administrations of the SAT, ACT, and PERT. Teachers will test students on a regular basis and assess growth.

Person or Persons Responsible

Administration, Language Arts Department Chair, SPED Department Chair, Reading Department Chair, Student Services and ESOL Department Chair

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring "Ready". This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

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

Create a File Download to verify that students have taken the SAT, ACT, and or the PERT. Create a File Download to verify that all students who have not scored “Ready” are currently placed in Math for College Readiness and or Florida College Prep.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

Plan to Monitor Effectiveness of G2.B1.S1

The percent of students testing “Ready” is re-calculated after all administrations of the SAT, ACT, and PERT.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

G3. During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.

G3.B1 Historically, based on trends noted by teachers in classroom writing assessment, the areas of deficiency for student writers is elaboration and mechanics in expository/persuasive writing.

G3.B1.S1 • Students will review writing samples with low and high scores on elaboration. They will then receive instruction and practice using magnified moments in their writing samples to foster voice and elaboration.

Action Step 1

Language Arts teachers will administer and score baseline and mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus calendars will include all components of the writing process, specific to expository writing, and will be updated quarterly based on student progress. Additionally, a department-wide writing plan will be used to reinforce effective writing skills and strategies. A Falcon Writing Boot Camp will also be implemented in the weeks before the FCAT Writing exam on selected Saturdays. These sessions will serve as reviews for students. Language Arts teachers will participate in extensive Common Core professional development where best practices in the writing process will be demonstrated and then implemented in their classrooms. Agendas will be distributed through language arts classes where teachers will enforce organizational and study skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Interims

Facilitator:

Language Arts Dept. Chair

Participants:

Teachers

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

The baseline and mid-year writing assessments as well as the results of the 2014 FCAT Writing test will be the evaluation tools used to monitor student progress and achievement

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Interims

Plan to Monitor Effectiveness of G3.B1.S1

The baseline and mid-year writing assessments as well as the results of the 2014 FCAT Writing test will be the evaluation tools used to monitor student progress and achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Interims

G4. During 2012-2013, 69% of all students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to maintain the percentage of students meeting Annual Measurable Objective.

G4.B1 During 2012-2013, 93% of Asian students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to increase the number of Asian students meeting Annual Measurable Objective by 1 percentage point to 4%. Asian students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and consistent exposure to mathematical.

G4.B1.S1 ? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide students with the opportunity to develop mathematical skills on a daily basis by involving them in intensive math courses. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. ? Assist teachers with effective strategies for integrating technology in their lesson designs. ? The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. ? Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Teacher will also have access to Florida Focus. ? Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice. ? Assistant Principal of Curriculum and Math Department Chair will check fidelity. ? Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include vocabulary and fluency exercises.

Action Step 1

? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. ? Assist teachers with effective strategies for integrating technology in their lesson designs. ? The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. ? Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Teacher will also have access to Florida Focus. ? Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice. ? Assistant Principal of Curriculum and Math Department Chair will check fidelity. ? Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include vocabulary and fluency exercises.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

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

Assistant Principal for Curriculum and Math Department Chair will oversee fidelity. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

Plan to Monitor Effectiveness of G4.B1.S1

? Assistant Principal for Curriculum and Math Department Chair will oversee effectiveness. ? Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. ? Review of student success rate on teacher created informal and formal assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

G4.B2 During 2012-2013, 32% of SWD students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to increase the number of SWD students meeting Annual Measurable Objective by 18 percentage points to 50%. SPED students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the Rationals, Radicals, Quadratics, and Discrete Mathematics reporting Category due to not enough practice on the topics of that reporting category. SPED students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.

G4.B2.S1 Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of “bell ringers” and incorporation of discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies. Develop departmental guidelines for all student learning notebooks designed to increase student achievement. Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. Assist teachers with effective strategies for integrating technology in their lesson designs. The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice. The students will be placed in a math class with two teachers to provide support for the lower producing students and the opportunity for remediation and target weak areas through differentiated instruction. The student will have after school tutoring available from a certified Special Education Instructor. Assistant Principal for Curriculum and Math Department Chair will oversee fidelity. Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include Rationals, Radicals, Quadratics, and Discrete Mathematics on a weekly basis.

Action Step 1

Discrete Mathematics will be the first Body of Knowledge covered in the school year. This will allow for continuous reinforcement by way of “bell ringers” and incorporation of discrete Math within other areas and assessments. Provide all students with practice in using the Venn Diagram, performing set operations such as union, intersection, complement and cross products.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

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

Assistant Principal for Curriculum and Math Department Chair will oversee fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G4.B2.S1

Assistant Principal for Curriculum and Math Department Chair will oversee fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessment

G4.B3 During 2012-2013, 17% of students scored Levels 4-6 in the FAA Mathematics Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 4-6 in the FAA Mathematics Assessment by 3 percentage points to 20%. Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). Students in secondary mathematics have difficulty transferring skills learned into real world situations. Increase repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

G4.B3.S1 Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). Students in secondary mathematics have difficulty transferring skills learned into real world situations. Increase repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Action Step 1

The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

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

Administration and SPED Department Chair will monitor fidelity by classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

Plan to Monitor Effectiveness of G4.B3.S1

Administration and SPED Department Chair will monitor effectiveness of strategies through classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

G4.B4 During 2012-2013, 33% of students scored Levels 7-9 in the FAA Mathematics Assessment. Our goal for 2013-2014 is to increase the number of students scoring Levels 7-9 in the FAA Mathematics Assessment by 2 percentage points to 35%. Students in secondary mathematics have difficulty transferring skills learned into real world situations.

G4.B4.S1 Use guided discussion to engage students in real life math problems.

Action Step 1

Increase repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Administration and SPED Department Chair will monitor fidelity of implementation through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment

Plan to Monitor Effectiveness of G4.B4.S1

Administration and SPED Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student progress will be monitored by gathering monthly data from EasyCBM formative assessment.

G4.B5 During 2012-2013, 71% of students made Learning Gains in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-2014 is to increase the number of students making Learning Gains in the FCAT 2.0 Mathematics Assessments by 3 percentage points to 74%. Students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and consistent exposure to mathematical.

G4.B5.S1 Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies:

Action Step 1

The school will provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G4.B5.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

G4.B6 During 2012-2013 67% of students in the lowest 25% made Learning Gains in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-2014 is to increase the Learning Gains in the FCAT 2.0 Mathematics Assessments by 3 percentage points to 70%. Students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and opportunities to interpret and analyze basic mathematical concepts.

G4.B6.S1 Provide opportunities for students to practice the content earlier in the school year so that they gain exposure to the concept prior to testing.

Action Step 1

Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies:

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G4.B6.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

G5. During 2012-2013, 65% of on-time graduates scored College Ready in Mathematics. Our goal for 2013-2014 is to increase the number of on-time graduates scored College Ready in Mathematics by 4 percentage points to 69%.

G5.B1 Students do not register to take the SAT, ACT, and or the PERT. Students do not score "Ready" on college entrance exams.

G5.B1.S1 Students are reminded by way of school announcements and posters located around the school of registration deadlines for the SAT and the ACT. Our school offers both exams on school grounds for the convenience of the students. Through the help of ASPIRA we work with our low income students and offer them waivers so that they may take the SAT or the ACT free of charge. Since not all students meet the state requirements to take the PERT during school time, we offer the PERT to all those interested on several Saturdays in the spring to all those interested in participating. Students are scheduled into classes that are tailored to prepare students to be successful upon taking a college entrance exam in both Reading and Mathematics.

Action Step 1

Offer the SAT, ACT, and the PERT on school grounds. Large posters indicating test dates and registrations deadlines in numerous locations in the school. Students are placed in classes such as Math for College Readiness and Florida College Prep to help prepare them to score "Ready".

Person or Persons Responsible

Administration, SPED Department Chair, Student Services and Math Department Chair

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring "Ready". This percent is expected to increase after every administration of the SAT, ACT, and or PERT. We monitor the percentage of students scoring "Ready". This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

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

Create a File Download to verify that students have taken the SAT, ACT, and or the PERT. Create a File Download to verify that all students who have not scored “Ready” are currently placed in Math for College Readiness and or Florida College Prep.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT. We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

Plan to Monitor Effectiveness of G5.B1.S1

The percent of students testing “Ready” is re-calculated after all administrations of the SAT, ACT, and PERT. Teachers will test students on a regular basis and assess growth.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT. We monitor the percentage of students scoring “Ready”. This percent is expected to increase after every administration of the SAT, ACT, and or PERT.

G6. During 2012-2013, 54% of students scored at Level 3 or above on the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above on the Algebra I EOC by 5 percentage points to 59%.

G6.B1 During 2012-2013, 44% of students scored at Level 3 in the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 Algebra I EOC by 3 percentage points to 47%. Students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the subcategory of Polynomials. This is in part due to the sequencing of the pacing guides which identifies polynomials towards the end of the Algebra I curriculum.

G6.B1.S1 Provide opportunities for students to practice the content earlier in the school year so that they gain exposure to the concept prior to testing.

Action Step 1

? Polynomials will be incorporated into the pacing guided earlier in the sequence of topics covered. This will allow for continuous reinforcement by way of “bell ringers” and the incorporation of Polynomials within other areas and assessments. Provide all students with practice in using polynomials when graphing and factoring along with other operations. ? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. ? Assist teachers with effective strategies for integrating technology in their lesson designs. ? The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. ? Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Teacher will also have access to Florida Focus. ? Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

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

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

G6.B2 During 2012-2013, 10% of students scored at Levels 4-5 in the Algebra I EOC. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 Algebra I EOC by 2 percentage points to 12%. Students who participated in the 2013 administration of the Algebra EOC showed a deficiency in the subcategory of Polynomials. This is in part due to the sequencing of the pacing guides which identifies polynomials towards the end of the Algebra I curriculum.

G6.B2.S1 Provide opportunities for students to practice the content earlier in the school year so that they gain exposure to the concept prior to testing.

Action Step 1

Polynomials will be incorporated into the pacing guided earlier in the sequence of topics covered. This will allow for continuous reinforcement by way of “bell ringers” and the incorporation of Polynomials within other areas and assessments. Provide all students with practice in using polynomials when graphing and factoring along with other operations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

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

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

G7. During 2012-2013, 63% of students scored at Level 3 or above in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 or above Geometry EOC by 3 percentage points to 66%.

G7.B1 During 2012-2013, 32% of students scored at Level 3 in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Level 3 Geometry EOC by 2 percentage points to 34%. Students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.

G7.B1.S1 ? The use of the “Discovering” or inductive reasoning methods to solve postulate, theorems, and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes so that students are able to visualize three dimensional figures. All students will have access to the Geometer’s Sketchpad to help “Discover” and prove conjectures as well as Gizmos.

Action Step 1

? Develop school site mathematics course alike learning teams to build the capacity to research, discuss, design and implement organizational strategies. ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Assist teachers with effective strategies for integrating technology in their lesson design.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

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

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

G7.B2 During 2012-2013, 31% of students scored at Levels 4-5 in the Geometry EOC. Our goal for 2013-2014 is to increase the number of students scoring at Levels 4-5 Geometry EOC by 1 percentage points to 32%. Students who participated in the 2013 administration of the Geometry EOC showed a deficiency in the Trigonometry and the Discrete Mathematics reporting Category due to the time frame provided for teaching the concept on the pacing guide.

G7.B2.S1 The use of the “Discovering” or inductive reasoning methods to solve postulate, theorems, and definitions. A hands-on approach and use of manipulatives will be enforced in all Geometry classes so that students are able to visualize three dimensional figures. All students will have access to the Geometer’s Sketchpad to help “Discover” and prove conjectures as well as Gizmos.

Action Step 1

Develop school site mathematics course alike learning teams to build the capacity to research, discuss, design and implement organizational strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

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

Administration and Math Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Administration and Math Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments, Formal and Informal Assessments

G8. During 2012-2013, 73% of students scored at Level 3 or above on the Biology EOC. Our goal for 2013-2014 is to increase by 3 percentage points the number of students scoring at Level 3 or above to 76%.

G8.B1 During 2012-2013, 42% of students scored at Level 3 on the Biology EOC. Our goal for 2013-2014 is to increase by 2 percentage points the number of students scoring at Level 3 to 44%. The Pacing Guides have not always been properly aligned with the Interim Assessments. Students will to be given more hands-on experience, laboratory activities and the use of technology to reinforce understanding of content material in depth.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides (Revised) and the Biology Test Item Specifications (Revised). Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on the most current available data. Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. Provide professional development (PD) to analyze data, develop lessons and create and/or select activities to reinforce the annually assessed benchmarks. Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, Saturday Boot Camp and science clubs. Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Provide inquiry-based, hands-on, laboratory activities incorporating the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.

Action Step 1

Provide Biology teachers with professional development activities throughout the year to assist in; the analysis of data, the identification of needed intervention, the development of lesson plans, the development of hand-on and laboratory activities, and the development of an in depth review towards the proximity of the Biology I EOC. Provide the Biology teachers with the necessary technology and equipment necessary to implement the strategies mentioned above. The department chairperson and the administration will review strategies and action steps to make suggestions and express concerns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

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

Administration and Science Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Administration and Science Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

G8.B2 During 2012-2013, 31% of students scored at Levels 4-5 on the Biology EOC. Our goal for 2013-2014 is to increase by 1 percentage points the number of students scoring at Levels 4-5 to 32%. The Pacing Guides have not always been properly aligned with the Interim Assessments. Students will to be given more hands-on experience, laboratory activities and the use of technology to reinforce understanding of content material in depth.

G8.B2.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes. Ensure the implementation of the College Board recommended AP Science curriculum and the expected hands-on activities/laboratory investigations in the AP science courses throughout the school year. Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion. Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. Ensure that all students participate in scientific enrichment activities, science competitions, and science clubs. Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.) Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology. Promote student enrollment in Advanced Placement and Dual Enrollment courses.

Action Step 1

Offer more rigorous courses such as AP and Dual Enrollment. Implement the use of technology in the classroom. Provide the teachers with the necessary technological equipment and advances to instill higher learning. Provide the teachers with professional development necessary to incorporate new technologies in the classroom. Include instructional technology in the lesson plans. Include experimentation and research in the lesson plans. Promote the participation of students in Science competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

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

Administration and Science Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessment

Plan to Monitor Effectiveness of G8.B2.S1

Administration and Science Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessment

G9. During 2012-2013, 49% of our students enrolled in one or more accelerated STEM-related courses. Our goal during 2013-2014 is to increase the percent of students participating in these courses by 1% to 50%.

G9.B1 During 2012-2013, the completion rate for students enrolled in accelerated STEM-related courses was 92%. Our goal for 2014 is increase the completion rate to 93%. Students do not always have the prerequisite courses needed to enroll in accelerated STEM-related courses.

G9.B1.S1 Verify that students have completed per-requisite courses before enrolling in accelerated STEM-related courses.

Action Step 1

Discuss pre-requisites needed for accelerated STEM related courses with students. Counselors will verify pre-requisites by reviewing student credit histories.

Person or Persons Responsible

Administration, Student Services, Science Department Chair, Math Department Chair, Business Department Chair, Business Lead Teacher and IT Lead Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students completing accelerated STEM related courses.

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

Administration and student services will monitor enrollment and screening of students registering into accelerated STEM-related courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students completing accelerated STEM-related courses.

Plan to Monitor Effectiveness of G9.B1.S1

Administrations and Students will monitor strategies for effectiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students completing accelerated STEM-related courses.

G9.B2 During 2012-2013, 51% of students who took advanced placement exam(s) for STEM-related courses passed. Our goal during 2013-2014 is that 52% of students who take advanced placement exam(s) for STEM-related courses will pass. Students who are not as prepared for the AP coursework struggle to pass the AP exam.

G9.B2.S1 Utilize the AP Potential list provided by the College Board to identify students who may be successful in AP science and math courses and encourage them to enroll in AP prerequisite courses. Departments can determine which courses feed into AP STEM courses and scaffold or vertical team the curriculum to provide access and support. AP teachers can provide tutoring, study sessions, review sessions and practice exams to help prepare students for the AP exam.

Action Step 1

Utilize the AP Potential list provided by the College Board to identify students who may be successful in AP science and math courses. Provide this information to teachers and counselors for reference during the articulation process. Provide time for departments to meet to work on vertical teaming for AP STEM courses. Provide resources for AP teachers to deliver exam support to students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Satisfactory progress will be achieved through increased enrollment in and successful completion of STEM courses. Satisfactory progress will be achieved through increased exam passing rates in AP STEM courses.

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

Identifying potential students will be the responsibility of the APC, the AP Coordinator and the counselors.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Satisfactory progress will be achieved through increased enrollment in and successful completion of STEM courses. Satisfactory progress will be achieved through increased exam passing rates in AP STEM courses.

Plan to Monitor Effectiveness of G9.B2.S1

Enrollment in STEM pre-requisite courses will be monitored through course rosters. Department chairs will compile the data at the end of each semester and review enrollment information with the APC.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Satisfactory progress will be achieved through increased enrollment in and successful completion of STEM courses. Satisfactory progress will be achieved through increased exam passing rates in AP STEM courses.

G9.B3 During 2012-2013, 35% of students were CTE-STEM program concentrators. Our goal for the 2013-2014 school year is to increase that number by 1% to 36%. Many certification exams have limited correlation with course content (i.e. certifying in Photoshop for hospitality & tourism courses), thus student interest in certifications is limited.

G9.B3.S1 o Offer students academic incentives for obtaining certification o Bring in guest speakers from various fields to discuss the importance of certification on career readiness

Action Step 1

o Lead Teachers will work with colleges and industry leaders to offer guest lectures emphasizing the correlation between the courses, the professions and Industry Certification.

Person or Persons Responsible

Lead Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests

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

o Lead teachers will create a schedule of deadlines for bringing in guest speakers and administration will monitor whether or not this is taking place.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests.

Plan to Monitor Effectiveness of G9.B3.S1

o CTE certification data will be analyzed to determine if there has been an increased percentage of students passing industry certification exams and completing industry certification programs.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made tests.

G9.B4 During 2012-2013, 73% of the students who took CTE-STEM industry certification exams passed. Our goal in 2013-2014 is to increase the passing rate by 2 percentage points to 75% passing. Elective class sizes exceed computer lab capacities thus limiting the number of hours students can practice and prepare for industry certification exams and the cost of licensing certification exams.

G9.B4.S1 o Teachers need to develop a timeline for testing certification exams that will coincide with the core testing schedule o Administration and Lead Teachers and Counselors will develop a strategies that does not over burden computer labs to meet the increased class sizes

Action Step 1

o Lead teachers will meet with administration to discuss barriers on an ongoing basis

Person or Persons Responsible

Lead Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments.

Plan to Monitor Fidelity of Implementation of G9.B4.S1

o Lead teachers and administration will monitor progress through communications with academy teachers and monitor the readiness of students for Industry Certification Exams.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments.

Plan to Monitor Effectiveness of G9.B4.S1

o Data from the current school year will be compared with previous years to see if there has been an increase in CTE certifications and readiness.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments.

G10. During 2012-2013, 65% of students were enrolled in one or more CTE course. Our goal during 2013-2014 is for 66% of students to enroll in one or more CTE course. An increase of 1 percentage points.

G10.B1 Some academies are not CTE related and those students work to complete their academy requirements.

G10.B1.S1 Counselors, Lead Teachers and Academy Teachers will check student registration forms to ensure that students are following an academy strand sequence

Action Step 1

Lead Teachers and counselors will review the course sequences for the academy strands and develop a plan for monitoring whether or not students are being registered for the appropriate classes. Video Production Students in CTE Academies will work with Counselors and Lead Teachers to prepare an informative video presentation instructing students on how to choose their classes that will be presented to students prior to registration and the video will also be made available on the school's website.

Person or Persons Responsible

Lead Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students enrolling in one or more CTE course.

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

Lead Teachers will work with student services to insure that students are being properly guided and informed of the procedures and policies regarding subject selection

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students enrolling in one or more CTE course.

Plan to Monitor Effectiveness of G10.B1.S1

Effectiveness will be monitored by the reduction of the number of schedule changes for CTE Courses

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Number of students enrolling in one or more CTE course.

G10.B2 Students who enroll in accelerated courses do not always have the prerequisites required for these courses.

G10.B2.S1 Counselors will screen students prior to enrolling them into accelerated courses. Tutoring will be offered to students who are struggling in CTE courses.

Action Step 1

Counselors will meet with students and explain prerequisites required prior to taking accelerated courses. Students falling behind in accelerated courses will be recommended for tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Number of students enrolled in CTE courses who complete accelerated courses.

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

Administration and student services will monitor strategies for fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students enrolled in CTE courses who complete accelerated courses.

Plan to Monitor Effectiveness of G10.B2.S1

Student services and administration will monitor effectiveness of strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students enrolled in CTE courses who complete accelerated courses.

G10.B3 Students in CTE courses are not always ready for Industry Certification exams.

G10.B3.S1 Teachers will to develop a timeline for testing certification exams that will afford students more practice time.

Action Step 1

Lead teachers will meet with administration to discuss barriers on an ongoing basis. Tutorial sessions and Saturday Boot camps will be offered for additional practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Number of students passing Industry Certification exams.

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

Lead teachers and administration will monitor progress through communications with academy teachers and monitor the readiness of students for Industry Certification Exams.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students passing Industry Certification exams.

Plan to Monitor Effectiveness of G10.B3.S1

Data from the current school year will be compared with previous years to see if there has been an increase in CTE certifications exam readiness.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students passing Industry Certification exams.

G10.B4 During 2012-2013, 90% of CTE teachers held appropriate industry certifications. Our goal for 2014 is that 93% of the teachers in CTE courses will hold appropriate industry certifications. Teachers need to be familiar with emerging technology.

G10.B4.S1 Lead teachers and Academy Teachers will work with district personnel to propose offering CTE training courses for CTE teachers.

Action Step 1

Lead teachers and Department Chairs will meet with District Supervisors to develop a plan for offering advanced training to CTE teachers.

Person or Persons Responsible

Lead Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Number of teachers holding appropriate industry certifications.

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

Department chairs will report administration on the current status of CTE teacher acquiring industry certifications.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of teachers holding appropriate industry certifications.

Plan to Monitor Effectiveness of G10.B4.S1

Advanced trainings resulting in CTE teacher becoming industry certified.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of teachers holding appropriate industry certifications.

G11. During 2012-2013, 67% of students scored in the middle and upper third on the US History EOC. Our goal for 2013-14 is to increase by 3 percentage points the number of students scoring in the middle and upper third to 70%.

G11.B1 Students show deficiencies in making Inferences.

G11.B1.S1 Teach and reinforce inference.

Action Step 1

Teach and reinforce this skill. Include in Classroom/homework activities on this skill Include in lesson plan activities on this skill Assess the students Compare results of Interim Assessments When necessary reteach this skill Saturday Boot Camp

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

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

Administration and Social Department Chair will monitor fidelity through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

Administration and Social Department Chair will monitor effectiveness of strategies through classroom observations and student progress

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Interim Assessments

G11.B1.S2 Implement Saturday Boot Camp for all students currently enrolled in US History.

Action Step 1

Students will be provided the opportunity to participate in a Saturday Boot Camp to prepare them for the US History EOC.

Person or Persons Responsible

Administration

Target Dates or Schedule

April 2014

Evidence of Completion

Plasco sign-in reports

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

Administration will visit Saturday Boot Camp session.

Person or Persons Responsible

Administration

Target Dates or Schedule

April 2014

Evidence of Completion

Check Plasco reports and review US History instructional materials.

Plan to Monitor Effectiveness of G11.B1.S2

Review the 2014 Spring EOC scores for the students who participated in the US History Boot Camp.

Person or Persons Responsible

Administration

Target Dates or Schedule

April 2014

Evidence of Completion

Review the 2014 Spring EOC scores for the students who participated in the US History Boot Camp.

G12. During 2013-2014, students exhibiting early warning signs of not completing high school will be identified.

G12.B1 During 2012-2013, 13% of 9th grade students failed two or more courses in any subject. Our goal for 2013-2014 is to reduce the number of 9th grade students failing two or more courses by 1 percentage point to 12%. Ninth grade students sometimes have difficulty passing all of their classes due to the transition period to an eight period day.

G12.B1.S1 In order to decrease the number of students failing classes in ninth grade study skills and time management will be thoroughly covered in the ninth grade Leadership class. Parents will be offered training in Parent Portal in order to promote parental involvement in students' academic achievement in high school.

Action Step 1

Include study skills and time management in Leadership curriculum. Train parents on how to use Parent Portal to view grades and supervise the child's academic achievement.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

On-going

Evidence of Completion

Potential Failure Report for 9th grade.

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

Administration will monitor fidelity by conducting classroom observations and meeting with student services.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of 9th grade students in potential failure report.

Plan to Monitor Effectiveness of G12.B1.S1

Administration will monitor effectiveness of strategies by conducting classroom observations and meeting with student services.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of 9th grade students in potential failure report.

G12.B2 During 2012-2013, 12% of students had a GPA less than 2.0. Our goal for 2013-2014 is to reduce the number of students with a GPA less than 2.0 by 1 percentage point to 11%. Students sometimes do not take advantage of tutoring opportunities offered in school and night school opportunities to retake a course for forgiveness.

G12.B2.S1 Posters with tutoring schedule will be displayed throughout the school. Teachers will provide incentives for students who attend after school tutoring sessions. Counselors will explain forgiveness policy and opportunities to students during orientation, articulation, and individual conferences. Counselors will also keep track of students with a low GPA and provide individual academic counseling every nine week grading period.

Action Step 1

Create posters with Tutoring information and post. Include tutoring and forgiveness policy in orientation and articulation agendas. Each counselor will schedule individual conferences with low GPA students.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

On-going

Evidence of Completion

GPA Report

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

Fidelity of implementation will be monitored by administrators and student services reviewing the GPA report and confirming that students are taking courses for forgiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

GPA Report

Plan to Monitor Effectiveness of G12.B2.S1

Effectiveness of strategies will be monitored by administrators and student services reviewing the GPA report and confirming that students are taking courses for forgiveness.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

GPA Report

G12.B3 During 2012-2013, 11% of ninth grade students had one or more absences within the first 20 days of school. Our goal for 2013-2014 is to drop that percentage by 2 percentage points to 9%. Students may choose to be absent from school for reasons not approved by the school board.

G12.B3.S1 Student attendance will be monitored daily to identify students who may be developing a pattern of non-attendance and provide early intervention.

Action Step 1

Refer students as necessary to the Truancy Child Study Team (T-CST).

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Report

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

Review of Truancy Reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of G12.B3.S1

District calculations of the average attendance (COGNOS).

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Reports

G12.B4 During 2012-2013, 8% of students missed 10% or more of available instructional time. Our goal for 2013-2014 is to lower the number of students who miss 10% or more of available instructional time by 1 percentage point to 7%. Students are not always knowledgeable about the District's Attendance Policy.

G12.B4.S1 District Attendance Policy will be posted in the Attendance Office and the school's Website. District Attendance Policy will be reviewed during grade level orientation. Students registered after grade level orientation will review District Attendance Policy with Assistant Principal as part of their registration.

Action Step 1

Registration requirements set by the District and school will now include meeting with the Assistant Principal for Attendance as part of registration.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin (TADL)

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Fidelity will be monitored by Assistant Principal for Attendance reviewing the Daily Attendance Bulletin (TADL).

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin (TADL)

Plan to Monitor Effectiveness of G12.B4.S1

Effectiveness of strategies will be monitored by Assistant Principal for Attendance reviewing the Daily Attendance Bulletin (TADL).

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin (TADL)

G12.B5 During 2012-2013, 27% of students received two or more behavior referrals. Our goal for 2013-2014 is to lower the number of students receiving two or more behavior referrals by one percentage point to 26%. Students are not always knowledgeable about classroom rules, school-wide procedures, Code of Student Conduct.

G12.B5.S1 Teachers will display classroom rules in all classrooms. School-wide progressive discipline plan will be discussed by teachers as part of the opening of schools activity, and will be available on the school website. Students will be afforded continuous reminders throughout the school year regarding school rules and policies by the use of various media: student orientations, posters, TV program, counseling sessions, and individual conduct interventions.

Action Step 1

Coordinate a total school-wide instructional program related to assisting students in following the rules.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students receiving referrals.

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Assistant Principals and Leadership team conduct classroom walk-through.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students receiving referrals.

Plan to Monitor Effectiveness of G12.B5.S1

Assistant Principals will review Plascotrac monthly reports for trends in minor disciplinary violations.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Number of students receiving referrals.

G12.B6 During 2012-2013, 26% of students received one or more behavior referrals that lead to suspension. Our goal during 2013-2014 is to reduce the number of students receiving one or more behavior referrals by 1 percentage point to 25%. Students may choose to not conform to classroom rules, school-wide procedures, Code of Student Conduct.

G12.B6.S1 Use low tier disciplinary strategies for minor infractions: redirection, warning, conduct cut, referral to counselor, exclusion from class, detention, etc. Establish rapport with parents/guardians and work as a team to assist the student in making good decisions. Use alternative to suspension strategies for students who habitually commit Level I and II infractions of the COSC: Saturday School, Indoor Suspension.

Action Step 1

Implement the school-wide progressive discipline plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Monitor COGNOS reports for trends in numbers of referrals.

Plan to Monitor Fidelity of Implementation of G12.B6.S1

Leadership team will monitor implementation of the school-wide progressive discipline plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Monitor COGNOS reports for trends in numbers of referrals.

Plan to Monitor Effectiveness of G12.B6.S1

Assistant Principals will review Plascotrac monthly reports for trends in disciplinary violations.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Monitor COGNOS reports for trends in numbers of referrals.

G13. During 2012-2013, 85% of graduating students graduated in 4 years. Our goal for 2013-2014 is for 85% of graduating students to graduate in 4 years.

G13.B1 During 2012-2013, 2% of students dropped out of school. Our goal for 2013-2014 is to reduce or maintain the number of students dropping out. Students exhibit warning signs of potentially dropping out of school in the areas of attendance, active engagement, academic success, and social behaviors during the ninth grade year.

G13.B1.S1 Counselors will keep track of students at risk of not graduating in 4 years and provide these students with academic counseling.

Action Step 1

Posters with tutoring schedule will be displayed throughout the school. Teachers will provide incentives for students who attend after school tutoring sessions. Counselors will explain forgiveness policy and opportunities to students during orientation, articulation, and individual conferences. Counselors will also keep track of students with a low GPA and provide individual academic counseling every nine week grading period.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On-Going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

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

Fidelity of implementation will be monitored by reviewing tutoring logs and academic conferences.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

Plan to Monitor Effectiveness of G13.B1.S1

Effectiveness of strategies will be monitored by reviewing tutoring logs and academic conferences.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

G13.B2 During 2012-2013, 66% of academically at-risk students graduated in 4 years. Our goal for 2013-2014 is to increase the graduation rate of at-risk students by 2 percentage point to 68%. Academically at-risk students exhibit warning signs of potentially dropping out of school in the areas of academic achievement, and social behaviors.

G13.B2.S1 Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. Academically at-risk students will be recommended to attend after school tutorial sessions as well as Academic Saturday Boot camps. Counselors will also work with at-risk students by providing counseling and helping them create a four year action plan.

Action Step 1

Teachers and counselors will work together to provide support and intervene when students are not succeeding in their academic programs. At-risk students will be recommended to attend after school tutorial sessions as well as Academic Saturday Boot camps. Counselors will provide counseling and work with students to help them create a four year action plan.

Person or Persons Responsible

Administration and Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Fidelity will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four year plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

Plan to Monitor Effectiveness of G13.B2.S1

Effectiveness of progress will be monitored by checking the attendance to our tutorial sessions and verifying that all students have a four year plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Tutoring logs and counselor logs for academic advisement conferences.

G14. During the 2012-2013 school year, 45% of parents were in attendance at parent engagement opportunities. Our goal for 2013-2014 is to increase the number of parents attending parent engagement opportunities by 2 percentage points to 46%.

G14.B1 Lack of proficiency in the English language can be a factor keeping parents from attending school functions.

G14.B1.S1 ? Connect-Ed messages and written communication regarding school events will be sent to parents in English and Spanish. ? All oral and written communication will be made in English and Spanish. ? Whenever possible a separate session of the scheduled function will be offered in Spanish.

Action Step 1

? Connect-Ed messages and written communication regarding school events will be sent to parents in English and Spanish. ? All oral and written communication will be made in English and Spanish. ? Whenever possible a separate session of the scheduled function will be offered in Spanish.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Fidelity will be monitored by administration verifying that all written and oral communication to parents is done bilingually.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

Plan to Monitor Effectiveness of G14.B1.S1

Effectiveness will be monitored by reviewing Connect Ed reports and Parent Sign In sheets.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Review sign-in sheets and logs to determine the number of parents in attendance during school wide activities.

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 II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- 1) The school 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.

Adult Education

High School Only

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

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. During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.

G1.B1 The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B1.S1 ? Strategies • reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

PD Opportunity 1

Action Steps • Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. After school tutorial and Saturday Boot Camp will be provided for extra practice. Teachers will participate in Common Core Language Arts professional development where best practices will be shared and then implemented in their classrooms.

Facilitator

Reading Department Chair

Participants

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus.

G3. During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.

G3.B1 Historically, based on trends noted by teachers in classroom writing assessment, the areas of deficiency for student writers is elaboration and mechanics in expository/persuasive writing.

G3.B1.S1 • Students will review writing samples with low and high scores on elaboration. They will then receive instruction and practice using magnified moments in their writing samples to foster voice and elaboration.

PD Opportunity 1

Language Arts teachers will administer and score baseline and mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus calendars will include all components of the writing process, specific to expository writing, and will be updated quarterly based on student progress. Additionally, a department-wide writing plan will be used to reinforce effective writing skills and strategies. A Falcon Writing Boot Camp will also be implemented in the weeks before the FCAT Writing exam on selected Saturdays. These sessions will serve as reviews for students. Language Arts teachers will participate in extensive Common Core professional development where best practices in the writing process will be demonstrated and then implemented in their classrooms. Agendas will be distributed through language arts classes where teachers will enforce organizational and study skills.

Facilitator

Language Arts Dept. Chair

Participants

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Writing Interims

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.	\$6,500
G3.	During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.	\$8,500
G4.	During 2012-2013, 69% of all students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to maintain the percentage of students meeting Annual Measurable Objective.	\$6,500
G8.	During 2012-2013, 73% of students scored at Level 3 or above on the Biology EOC. Our goal for 2013-2014 is to increase by 3 percentage points the number of students scoring at Level 3 or above to 76%.	\$2,000
G11.	During 2012-2013, 67% of students scored in the middle and upper third on the US History EOC. Our goal for 2013-14 is to increase by 3 percentage points the number of students scoring in the middle and upper third to 70%.	\$2,000
Total		\$25,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC Funds	\$23,500	\$23,500
EESAC Funding	\$2,000	\$2,000
Total	\$25,500	\$25,500

Budget Details

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

G1. During 2012-2013, 64% of the students scored at Level 3 or above on the FCAT 2.0 Reading Assessment. Our goal for 2013-2014 is to increase the percent of students scoring at Level 3 on the FCAT 2.0 Reading Assessment by 9 percentage points to 73%.

G1.B1 The area of deficiency or barrier for all students as noted in the 2013 FCAT 2.0 administration was: Reporting Category 4: Informational Text/ Research Process, this is due to a need to be more exposed to text features and locating and analyzing the information in the text.

G1.B1.S1 ? Strategies • reciprocal teaching; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts. • The usage of rubrics and graphic organizers

Action Step 1

Action Steps • Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. After school tutorial and Saturday Boot Camp will be provided for extra practice. Teachers will participate in Common Core Language Arts professional development where best practices will be shared and then implemented in their classrooms.

Resource Type

Personnel

Resource

After school tutorials and Saturday Boot Camp opportunities will be offered to students by Reading teachers.

Funding Source

EESAC Funds

Amount Needed

\$6,500

G3. During 2012-2013, 71% of 10th grade students scored at 3.5 or above in the FCAT Writing assessment. Our goal for 2013-2014 is to increase the number of students scoring 3.5 or above in the FCAT Writing assessment by 3 percentage points to 74%.

G3.B1 Historically, based on trends noted by teachers in classroom writing assessment, the areas of deficiency for student writers is elaboration and mechanics in expository/persuasive writing.

G3.B1.S1 • Students will review writing samples with low and high scores on elaboration. They will then receive instruction and practice using magnified moments in their writing samples to foster voice and elaboration.

Action Step 1

Language Arts teachers will administer and score baseline and mid-year writing prompts to monitor students' progress and adjust focus as needed. Also, instructional focus calendars will include all components of the writing process, specific to expository writing, and will be updated quarterly based on student progress. Additionally, a department-wide writing plan will be used to reinforce effective writing skills and strategies. A Falcon Writing Boot Camp will also be implemented in the weeks before the FCAT Writing exam on selected Saturdays. These sessions will serve as reviews for students. Language Arts teachers will participate in extensive Common Core professional development where best practices in the writing process will be demonstrated and then implemented in their classrooms. Agendas will be distributed through language arts classes where teachers will enforce organizational and study skills.

Resource Type

Personnel

Resource

Saturday Writing Boot Camp implemented by Language Arts Teachers

Funding Source

EESAC Funds

Amount Needed

\$8,500

G4. During 2012-2013, 69% of all students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to maintain the percentage of students meeting Annual Measurable Objective.

G4.B1 During 2012-2013, 93% of Asian students met Annual Measurable Objective in the FCAT 2.0 Mathematics Assessments. Our goal for 2013-14 is to increase the number of Asian students meeting Annual Measurable Objective by 1 percentage point to 4%. Asian students who participated in the 2013 administration of the Algebra EOC and Geometry EOC showed a deficiency in mathematical fluency and problem solving proficiency. This is in part due to the poor mathematical vocabulary and consistent exposure to mathematical.

G4.B1.S1 ? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide students with the opportunity to develop mathematical skills on a daily basis by involving them in intensive math courses. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. ? Assist teachers with effective strategies for integrating technology in their lesson designs. ? The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. ? Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Teacher will also have access to Florida Focus. ? Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice. ? Assistant Principal of Curriculum and Math Department Chair will check fidelity. ? Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include vocabulary and fluency exercises.

Action Step 1

? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies: ? Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ? Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. ? Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. ? Assist teachers with effective strategies for integrating technology in their lesson designs. ? The school will also provide the students an opportunity for remediation and extra help by creating Saturday Boot Camps as well as an extended hours tutoring program. ? Students will also have access to IXL for remediation and to practice their math skills in a manner which is comparative to the actual EOC. This program provides instruction as well as topic assessments that teachers can monitor. Teacher will also have access to Florida Focus. ? Furthermore, the implementation of a pullout program, whereas students will receive further aide in test taking skills and computer practice. ? Assistant Principal of Curriculum and Math Department Chair will check fidelity. ? Create Debriefing Protocols using the Interim Assessment after conducting an item analysis by strand and student. Review of student success rate on teacher created informal and formal assessments which include vocabulary and fluency exercises.

Resource Type

Personnel

Resource

After school tutorials and Saturday Boot Camp opportunities will be offered to students by mathematics teachers.

Funding Source

EESAC Funds

Amount Needed

\$6,500

G8. During 2012-2013, 73% of students scored at Level 3 or above on the Biology EOC. Our goal for 2013-2014 is to increase by 3 percentage points the number of students scoring at Level 3 or above to 76%.

G8.B1 During 2012-2013, 42% of students scored at Level 3 on the Biology EOC. Our goal for 2013-2014 is to increase by 2 percentage points the number of students scoring at Level 3 to 44%. The Pacing Guides have not always been properly aligned with the Interim Assessments. Students will to be given more hands-on experience, laboratory activities and the use of technology to reinforce understanding of content material in depth.

G8.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides (Revised) and the Biology Test Item Specifications (Revised). Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on the most current available data. Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. Provide professional development (PD) to analyze data, develop lessons and create and/or select activities to reinforce the annually assessed benchmarks. Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, Saturday Boot Camp and science clubs. Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Provide inquiry-based, hands-on, laboratory activities incorporating the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.

Action Step 1

Provide Biology teachers with professional development activities throughout the year to assist in; the analysis of data, the identification of needed intervention, the development of lesson plans, the development of hand-on and laboratory activities, and the development of an in depth review towards the proximity of the Biology I EOC. Provide the Biology teachers with the necessary technology and equipment necessary to implement the strategies mentioned above. The department chairperson and the administration will review strategies and action steps to make suggestions and express concerns.

Resource Type

Personnel

Resource

Saturday Boot Camp opportunities will be offered to students by Biology teachers.

Funding Source

EESAC Funding

Amount Needed

\$2,000

G11. During 2012-2013, 67% of students scored in the middle and upper third on the US History EOC. Our goal for 2013-14 is to increase by 3 percentage points the number of students scoring in the middle and upper third to 70%.

G11.B1 Students show deficiencies in making Inferences.

G11.B1.S1 Teach and reinforce inference.

Action Step 1

Teach and reinforce this skill. Include in Classroom/homework activities on this skill Include in lesson plan activities on this skill Assess the students Compare results of Interim Assessments When necessary reteach this skill Saturday Boot Camp

Resource Type

Personnel

Resource

Saturday Boot Camp opportunities will be provided to all students by the US History Teachers.

Funding Source

EESAC Funds

Amount Needed

\$2,000