2013-2014 SCHOOL IMPROVEMENT PLAN

Academy For Community Education (Ace)

8950 NW 2ND AVE

El Portal, FL 33150

305-460-2946

http://ace.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	93%
Alternative/ESE Center	**Charter School**	**Minority Rate**
Yes	No	100%

School Grades History

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

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

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
Academy For Community Ed (Ace)

Principal
Dr. Deborah A. Carter

School Advisory Council chair
Nilda Cruz

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

Name	Title
Dr. Deborah A. Carter	Principal
Mr. Andre Whittle	Student Service
Ms. Cheryl Carrell	Language Arts Teacher
Ms. Nika Smith	Mathematics Teacher
Mr. Craig Bozorth	Social Studies
Ms. Yvette Smith	Reading Teacher
Ms. Anne Mc Laughlin	Test Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

1. Describe the membership of the SAC including position titles.
1 - Administrator
1 - Union Steward
3 - Teachers
1 - Educational Support
3 - Parents
2 - Students
2 - Business/Community Representative

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council's (EESAC) primary purpose is to assist the principal in developing a school improvement plan and evaluating the results of the plan in order to help students achieve success. With that said, the EESAC reviews 2013 student achievement data in order to make adjustments to strategies outlined in the 2012-2013 School Improvement Plan. Representatives from each academic department reviewed strategies in light of student performance. Strategies were added, deleted or modified by the EESAC after receiving feedback from teachers in each academic arena.

Activities of the SAC for the upcoming school year

The EESAC at ACE fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC assists in the preparation and evaluation of the SIP, serving as the final decision making body in the preparation of the plan and in the evaluation of bi-weekly classroom assessments, district interim assessments and summative assessments.

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

EESAC funds will be used as incentives/rewards for students based on their academic achievements.

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
1

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

Administrator Information:

Dr. Deborah A. Carter		
Principal	Years as Administrator: 17	Years at Current School: 1
Credentials	Bachelor's in Business Management Organization, University of Miami. Master's Degree in Educational leadership, Nova Southeastern University. Doctorate in Educational Leadership and Organizational Leadership, Nova Southeastern University.	
Performance Record	2013 – School Grade Rdg. Proficiency, 16% Math Proficiency, 9% Rdg. Lrg. Gains, 53 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–__ 2012 -School Grade Rdg. Proficiency, 41% Math Proficiency, 39% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –__ Math AMO–__	

Classroom Teachers

# of classroom teachers
9

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

 # Highly Qualified Teachers
100%

 # certified in-field
9, 100%

 # ESOL endorsed
0, 0%

 # reading endorsed
2, 22%

 # with advanced degrees
4, 44%

National Board Certified
0, 0%

first-year teachers
0, 0%

with 1-5 years of experience
0, 0%

with 6-14 years of experience
3, 33%

with 15 or more years of experience
6, 67%

Education Paraprofessionals

of paraprofessionals
3

Highly Qualified
, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above
1

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

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

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

* Solicit referrals from current employees.
* Teacher Membership Program.
* Establish Professional Learning Communities.
* Share Best Practices.

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

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

The Academy for Community Education does not have any teachers that qualify at this time.

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 Team will meet to review data and to make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development activities and resources to be implemented. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of the programs, and make decisions to take corrective actions as needed. In addition, the team will provide levels of support and interventions to students based on data.

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

Dr. Deborah A. Carter, Principal
Ms. Cheryl Carrell, Teacher
Ms. Nika Smith, Teacher
Ms. Yvette Hines, Reading Teacher
Mr. Andre Whittle, Student Services
Marjorie Thevenin, Community Liaison

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

The MTSS/RtITeam meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systemic approach to teaching and aligns processes and procedures.

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

Reading baseline data and progress monitoring is managed through the Progress Monitoring and Reporting Network (PMRN) and Edusoft.
• Mathematics baseline data for End of Course Algebra I and Geometry and progress monitoring is managed through Edusoft.
• Science baseline for Biology End of Course data and progress monitoring is managed through Edusoft.
• Writing baseline data and progress monitoring is managed through Edusoft.
• Mid-Year data: FAIR assessment.
• End-of-Year data: FAIR assessment, District Interim Assessment and 2013 End of Course Results for Algebra I, Geometry, American History and Biology.
• Student Case Management System (Suspensions/Expulsions, Disciplinary Actions, Attendance).

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

Selected members of the MTSs/RtI team will be trained during summer and early fall sessions. Professional development sessions will be provided during teachers' common planning time, department meetings and faculty meetings throughout the year. The MTSS/RtI team will also evaluate additional staff PD needs during the bi-weekly MTSS/RtI team meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Deborah A. Carter	Principal
Mr. Andre Whittle	Student Service
Ms. Cheryl Carrell	Language Arts Department Chair
Ms. Nika Smith	Math Department Chair
Mr. Craig Bozorth	Social Studies Teacher

How the school-based LLT functions

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:
* holding meetings at convenient times
* providing adequate notice of meetings
* providing time/coverage (if needed) to attend meetings
* providing team building activities for members commitment and participation
The team will meet quarterly, or as needed, throughout the school year. The School Literacy Leadership Team (LLT) may choose to meet more often. The focus of the Literacy Team will be to create an extended capacity for the knowledge of reading throughout the curriculum and to ensure best practices and research based practices are implemented. Additionally, cross curriculum reading strategies will be shared during faculty meetings.

Major initiatives of the LLT

The major initiative of the LLT this year will be to enlarge the capacity of reading knowledge within the school, and focus on areas of literacy concerns across the school, including implementing Common Core Standards.
Disaggregating data to determine student performance growths and weaknesses in order to adjust curricular strategies. Additionally, the LLT will focus on developing reading strategies to be used across the curriculum.

Every Teacher Contributes to Reading Instruction

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

District approved content area informational text may be used to instruct and reinforce reading strategies.
The teachers will be responsible for disseminating (to instructional staff across the content areas) any district-wide and school-wide research-based strategies necessary to develop knowledge of instructional procedures..
Content area teachers can also utilize subject level texts, as well as content based independent reading materials to teach a wide array of informational text structures. Students should be able to identify the characteristics of various text structures and text features of informational text (titles, subheadings, captions, illustrations) to:
• Make and confirm predictions, and establish a purpose for reading
• Explain how the text structure impacts the meaning of the text
• Respond to discuss and reflect on nonfiction text and how the messages in the text connect to self (personal), text to world (social connection) and text to text (a comparison of multiple texts)
• Identify purpose of text features
• Read and organize the information to perform a task, make a report, follow multi-step directions, conduct an interview.
The principal will provide teachers with the opportunity to acquire reading strategies in faculty meetings

throughout the school year.

Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT. For example, a science teacher may have a goal of improving science vocabulary (clearly a reading goal as well) that is documented by periodic classroom quizzes. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context, and apply the behavior with peer support in the classroom. The language arts teacher will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Teachers will be utilized to model exemplary teaching strategies and techniques for staff as needed.

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

The Academy for Community Education applies and integrates courses to help students see the relationships between subjects and the relevance to their future by:
• incorporating more academic content in vocational courses
• vocational and core teachers planning together to enhance academic competencies in vocational programs
• making the academic curriculum more career oriented and vocationally relevant
• Industry Certification available throughout the computer classes.

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

The Academy for Community Education has academic counseling that is geared towards students' academic and vocational strengths. The student schedules reflect their preferences. Additionally, students are tested to determine their individual academic and vocational strengths and weaknesses. Additionally, the Individual Education Plan of each student incorporates all of the above. Students are also exposed to career fairs, college fairs, guest speakers and field trips.

Strategies for improving student readiness for the public postsecondary level

The summary of the skills report will be reviewed and analyzed to identify the deficiencies and to provide interventions. Students in grade 11 will participate in the PERT administration and the students who are not college ready will be provided with remediation and additional opportunities to retake the PERT exam. Seniors who are not college ready are enrolled in a Florida College Prep class for reading, writing, and mathematics in order to assist them in transitioning to college. Secondary goals are addressed through the administration of the ASVAB that identifies student strengths and weaknesses, as well as career inclination.

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	41%	16%	No	47%
American Indian				
Asian				
Black/African American	18%	5%	No	25%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	47%	13%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		36%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		11%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

High School Mathematics

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

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		27%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		11%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

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	59	48%	47%
Students in ninth grade with one or more absences within the first 20 days	1	10%	9%
Students in ninth grade who fail two or more courses in any subject	8	44%	41%
Students with grade point average less than 2.0	2	20%	18%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	52	48%	47%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	25%	24%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	7	6%	4%
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)	14	61%	63%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	7	50%	52%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	16	43%	45%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The Black and ED subgroup did not make their AMO for 2013

G2. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%

G3. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.

G4. The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.

G5. The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.

G6. The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.

G7. Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.

G8. Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.

G9. The number of students who miss 10% or more instructional time will decrease by 5%. The number of students in 9th grade with one or more absences within the first 20 days will decrease by 5%.

G10. Using criteria for the federal uniform graduation rate, 61% of students should graduate in 4 years and 43% of students will graduate in 5 years while 50% of students are at-risk of not graduating in 4 years.

Goals Detail

G1. The Black and ED subgroup did not make their AMO for 2013

Targets Supported

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

Resources Available to Support the Goal

- Interim Assessment, FAIR, classroom assessments.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration was Reading Application. The average percent correct for this Reporting Category was 53%

Plan to Monitor Progress Toward the Goal

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtL

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative Assessments: Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results of the 2014 FCAT 2.0.

G2. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%

Targets Supported

Resources Available to Support the Goal

- Not Applicable

Targeted Barriers to Achieving the Goal

- Performance data for students scoring at Achievement Level 4 2013 FCAT indicates there is a deficiency in Reporting Category 4 – [L.A. 9-10.2.s.a and LA. 9-10.6.2.2] Informational Text/ Research Process. The average percent correct for this Reporting Category was 48%.

Plan to Monitor Progress Toward the Goal

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments: Bi-weekly assessments, Interim Assessments, FAIR. Summative Assessment: Results of the 2014 FCAT 2.0.

G3. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.

Targets Supported

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- Performance data for students making learning gains on the 2013 FCAT indicates there is a deficiency in Reporting Category 1 – L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

- Performance data for students making learning gains in the lowest 25% on the 2013 FCAT indicates there is a deficiency in Reporting Category 1- L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

Plan to Monitor Progress Toward the Goal

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative Assessments – Interim Assessments, FAIR, classroom assessments. Summative Assessments – Results for the 2014 FCAT 2.0.

G4. The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Writing Test was supporting details.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from classroom assessments, Interim Assessments.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative Assessments: Interim Assessments, classroom assessments. Summative Assessment: Results of the 2014 FCAT Writing Test.

G5. The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.

Targets Supported
- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 2-Polynomials. The average percent correct for this Reporting Category was 22%.
- The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities. The average percent correct for this Reporting Category was 26%.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative: Following the FCIM Model bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed. Summative: Data from the 2014 Algebra 1 EOC will be used to determine the effectiveness of the strategies.

G6. The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.

Targets Supported
- Math ()
- Geometry EOC

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- The greatest area of deficiency for students scoring at Achieving Level 3 as noted on the 2013 administration of the Geometry EOC was Three Dimensional Geometry. The average percent correct for this Reporting Category was 15%.
- The area of deficiency as noted on the 2013 administration of the Geometry EOC was Trigonometry and Discrete Mathematics. The average percent correct for this Reporting Category was 16%.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible
Principal

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative: Following the FCIM, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed. Summative: Data from the 2014 Geometry EOC will be used to determine the effectiveness of the strategies.

G7. Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 Biology EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

- The area of deficiency In Level 4 as noted on the 2013 Biology I EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

Plan to Monitor Progress Toward the Goal

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative: Following the FCIM Model bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed. Summative: Data from the 2014 Biology I EOC will be used to determine the effectiveness of the strategies.

G8. Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- Not Applicable

Targeted Barriers to Achieving the Goal
- The majority of students are not demonstrating mastery as noted by the 2013 administration of the US History EOC assessment.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from classroom assessments and Interim assessments.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Formative: Classroom assessments, Interim Assessments Summative: EOC U. S. History

G9. The number of students who miss 10% or more instructional time will decrease by 5%. The number of students in 9th grade with one or more absences within the first 20 days will decrease by 5%.

Targets Supported

- EWS

- EWS - High School

Resources Available to Support the Goal

- Not Applicable

Targeted Barriers to Achieving the Goal

- There are limited opportunities to recognize students for daily attendance and satisfactory achievement.

- Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

Plan to Monitor Progress Toward the Goal

The Principal and Student Service Department monitor the attendance reports, discipline reports and academic progress of students.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline and attendance reports. Report cards.

G10. Using criteria for the federal uniform graduation rate, 61% of students should graduate in 4 years and 43% of students will graduate in 5 years while 50% of students are at-risk of not graduating in 4 years.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Graduation

Targeted Barriers to Achieving the Goal

- At-risk students who need course recovery tend to have excessive absences.

Plan to Monitor Progress Toward the Goal

The Principal and Student Services Department will review and monitor students' enrollment in credit recovery courses.

Person or Persons Responsible
The Principal and Student Services Department

Target Dates or Schedule:
Monthly

Evidence of Completion:
Percentage of students completing their graduation requirements and graduating.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The Black and ED subgroup did not make their AMO for 2013

G1.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration was Reading Application. The average percent correct for this Reporting Category was 53%

G1.B1.S1 Increase student's exposure to complex informational text..

Action Step 1

Students will read examples of non-fiction writing using a variety of text structures and will practice identifying and analyzing these structures, explaining their impact or meaning.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

Facilitator:

Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Students will learn and practice the reciprocal teaching process using non-fiction selections. Through this process, students will practice making predictions, identifying implied and stated main idea, locating relevant details, and writing one sentence summaries.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work site generated assessments, interim assessments, FAIR.

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

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B1.S1

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments.

G2. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%

G2.B1 Performance data for students scoring at Achievement Level 4 2013 FCAT indicates there is a deficiency in Reporting Category 4 – [L.A. 9-10.2.s.a and LA. 9-10.6.2.2] Informational Text/Research Process. The average percent correct for this Reporting Category was 48%.

G2.B1.S1 Increase students' exposure to informational text.

Action Step 1

Provide a variety of instructional strategies and activities that include building strong text based arguments to support answers, exploring shades of meaning, using reciprocal teaching and question and answer relationships, questioning the author and summarizing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

Facilitator:

Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw direct conclusions. In addition, students will explore shades of meaning to better identify nuances.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

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

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G2.B1.S1

The principal will monitor the implementation of identified strategies. Following the FCIM Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative assessments: Results for the 2014 FCAT 2.0.

G3. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.

G3.B1 Performance data for students making learning gains on the 2013 FCAT indicates there is a deficiency in Reporting Category 1 – L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

G3.B1.S1 Provide students with opportunities to increase their vocabulary.

Action Step 1

Students will identify figurative language in text and be able to explain its impact on meaning.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

Facilitator:

Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Teachers will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes and roots. Word Walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will make flash cards with all vocabulary words. We will begin a school-wide initiative: It's All About Words" and have a word of the day. The language arts teacher will present a staff inservice on vocabulary (vocab-instruction) instruction across the curriculum.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, including benchmarks

Facilitator:

Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 3

In writing assignments, students will use upper level vocabulary words. Students will be encouraged to jot down examples of in class vocabulary words they hear in conversations on T.V., or spot in their independent reading. In their reading folders, students will list and define words from their independent reading that they do not know.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, including benchmarks

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

The principal will monitor the implementation of identified strategies. Following the FCI Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G3.B1.S1

The principal will monitor the implementation of identified strategies. Following the FCI Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0. I

G3.B2 Performance data for students making learning gains in the lowest 25% on the 2013 FCAT indicates there is a deficiency in Reporting Category 1- L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

G3.B2.S1 Provide students with opportunities to increase their vocabulary.

Action Step 1

Students will identify figurative language in text and be able to explain its compact on meaning.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

Action Step 2

Teachers will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes and roots. Word Walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will make flash cards with all vocabulary words. We will begin a school-wide initiative: It's All About Words" and have a word of the day. The language arts teacher will present a staff inservice on vocabulary instruction across the curriculum.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

Action Step 3

In writing assignments, students will use upper level vocabulary words. Students will be encouraged to jot down examples of in class vocabulary words that they hear in conversations on T.V. or spot in their independent reading. In their reading folders, students will list and define words from their independent reading that they do not know.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

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

The principal will monitor the implementation of identified strategies. Following the FCI Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G3.B2.S1

The principal will monitor the implementation of identified strategies. Following the FCI Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessment, FAIR, classroom assessments. Summative Assessments: Results for the 2014 FCAT 2.0.

G4. The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.

G4.B1 The area of deficiency as noted on the 2013 FCAT Writing Test was supporting details.

G4.B1.S1 Enroll all 10th grade students in an FCAT Writing Workshop. January - February, 2014

Action Step 1

Teacher will model how to write a paragraph with strong, specific support.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Ms. Cheryll Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Students will practice writing paragraphs with strong, specific support.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Students will answer questions in fiction and non fiction selections by using quotes from the text for support.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, scores from writing assessments will be reviewed and adjustments to instruction will be made as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Interim Assessments, classroom assessments and student work.

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, scores from writing assessments will be reviewed and adjustments to instruction will be made as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments: Interim Assessments, classroom assessments

G5. The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.

G5.B1 The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 2-Polynomials. The average percent correct for this Reporting Category was 22%.

G5.B1.S1 Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Students will practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Facilitator:

Dr. Deborah A. Carter

Participants:

Teachers will participate in the professional development.

Action Step 2

Students will practice simplifying polynomial expressions using addition, subtraction, and multiplication in mathematical and real world contexts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 3

Students will practice completely factoring polynomials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

Principal Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments

G5.B1.S2 Encourage the use of technology tools for varying assumptions, exploring consequences comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Students should practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Facilitator:

Dr. Deborah A. Carter

Participants:

Teachers will participate in the professional development.

Action Step 2

Students should practice simplifying polynomial expressions using addition, sudtraction, and multiplication in mathematical and real world contexts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 3

Students should practice completely factoring polynomials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

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

Person or Persons Responsible

Principal, Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

Plan to Monitor Effectiveness of G5.B1.S2

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

Person or Persons Responsible

Principal, Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

G5.B2 The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities. The average percent correct for this Reporting Category was 26%.

G5.B2.S1 Encourage the use of technology tools for varying assumptions, exploring consequences comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Students should practice integrating the use of the graphing calculators as a tool for exploration and investigation.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 2

Students should increase the use of web based teaching tools such as FCAT Explorer, Cognitives Tutor, Gizmos etc.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments and interim assessments.

Plan to Monitor Effectiveness of G5.B2.S1

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

Person or Persons Responsible

Principal Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments and interim assessments.

G6. The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.

G6.B1 The greatest area of deficiency for students scoring at Achieving Level 3 as noted on the 2013 administration of the Geometry EOC was Three Dimensional Geometry. The average percent correct for this Reporting Category was 15%.

G6.B1.S1 Provide opportunities for students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide Students with opportunities to identify and determine types of faces or the number of faces edges or vertices of a given polyhedron.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Facilitator:

Dr. Deborah A. Carter

Participants:

Teachers will participate in the professional development.

Action Step 2

Provide students with opportunities to identify ad use properties of congruent or similar solids to solve problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal, Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Principal Math Department Chair

Target Dates or Schedule

Bi-week;y

Evidence of Completion

Quizzes, tests and interim assessments.

G6.B1.S2 Provide opportunities for students to construct arguments and critique arguments of peers.

Action Step 1

Provide students with opportunities to determine how changes in no more than two parameters affect the surface area and volume.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 2

Provide students with opportunities to explain and apply formulas to determine surface area, lateral area and volume solids.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 3

Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal and Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

Plan to Monitor Effectiveness of G6.B1.S2

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

Person or Persons Responsible

Prijncipal and Math Department Chair.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

G6.B2 The area of deficiency as noted on the 2013 administration of the Geometry EOC was Trigonometry and Discrete Mathematics. The average percent correct for this Reporting Category was 16%.

G6.B2.S1 Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Action Step 1

Provide opportunities for students to practice content so that they will be able to identify the converse inverse on contrapositive of a given statement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 2

Provide opportunities for students to practice content so that they will be able to determine whether two propositions are logically equivalent in mathematical or ideal world contexts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 3

Provide opportunities for students to practice the content so they will be able to solve problems using the trigonometric ratios, since cosine or tangent to determine side length or angle answers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal and Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

G6.B2.S2 Provide opportunities for students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice content so that they will be able to identify the converse inverse on contrapositive of a given statement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 2

Provide opportunities for students to practice content so that they will be able to determine whether two propositions are logically equivalent in mathematical on real world contexts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

Action Step 3

Provide opportunities for students to practice the content so they will be able to solve problems using the trigonometric ratios, since cosine or tangent to determine side length or angle answers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

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

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

Person or Persons Responsible

Principal and Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

Plan to Monitor Effectiveness of G6.B2.S2

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

Person or Persons Responsible

Principal and Math Department Chair

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests and interim assessments.

G7. Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.

G7.B1 The area of deficiency as noted on the 2013 Biology EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

G7.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all biology classes based on District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Teacher will follow the District Pacing Guides.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments.

Facilitator:

Dr. Deborah A. Carter Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Schedule students who are performing below grade level in biology into an intensive science class.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student schedules and student work.

Action Step 3

Provide enrichment activities for students to design and develop science project to increase scientific thinking and implement inquiry-based activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student schedules and student work.

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

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

Plan to Monitor Effectiveness of G7.B1.S1

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

G7.B1.S2 Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student concept and understanding.

Action Step 1

Implement rigorous activities, high order questioning strategies to increase student concept and understanding of biology.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work generated assessments, including benchmarks.

Action Step 2

Teacher will offer more inquiring based, hands on activities/labs to students.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work generated assessments, including benchmarks.

Action Step 3

Teacher will incorporate HOTS and questioning strategies in their lessons.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work generated assessments, including benchmarks.

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

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

Plan to Monitor Effectiveness of G7.B1.S2

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

G7.B2 The area of deficiency In Level 4 as noted on the 2013 Biology I EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

G7.B2.S1 Provide students with the opportunities to present refine and evaluate scientific questions about natural phenomena and investigate answers through experiments, research, and information gathering and discussion.

Action Step 1

Provide enrichment activities that allow students to compare prokaryotic and eukaryotic cells.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

Action Step 2

Ongoing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Have student practice differentiating between mitosis and meiosis.

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

Action Step 3

Ongoing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Provide students with opportunities to relate the structures and functions of the four mayor categories of macro-molecules, and differentiate reactions, products and functions of photosynthesis and cellular respiration.

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

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

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

Plan to Monitor Effectiveness of G7.B2.S1

Reviewing and monitoring students' data according to the FCIM model.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative: District Interim Assessments, Classroom Assessments. Summative: 2014 Biology EOC.

G8. Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.

G8.B1 The majority of students are not demonstrating mastery as noted by the 2013 administration of the US History EOC assessment.

G8.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End-of-Course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Students should practice mastering of opposing points on view of a variety of issues.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes, site generated assessments.

Facilitator:

Dr. Deborah A. Carter Ms. Cheryl Carrell

Participants:

Teachers will participate in the professional development.

Action Step 2

Student should practice mastering the development of sound arguments to support positions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes, site generated assessments.

Action Step 3

Provide opportunities for students to analyze their own performance data.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes, site generated assessments.

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

Classroom observation.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments, lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Classroom observation of use of Pacing Guide.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments, lesson plans

G8.B1.S2 Emphasize an in-depth understanding of democratic principles.

Action Step 1

Provide activities which help students develop an understanding of the content - specific vocabulary taught in history.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Provide opportunities for students to write to inform and to persuade.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Classroom observation and teacher lesson plans.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom assessments and student work.

Plan to Monitor Effectiveness of G8.B1.S2

Classroom observation and teacher lesson plans.

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom assessments and student work.

G9. The number of students who miss 10% or more instructional time will decrease by 5%. The number of students in 9th grade with one or more absences within the first 20 days will decrease by 5%.

G9.B1 There are limited opportunities to recognize students for daily attendance and satisfactory achievement.

G9.B1.S1 Provide monthly incentives for compliance.

Action Step 1

Provide monthly incentives for compliance such as gift certificates, pizza, ice-cream parties, etc.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance and discipline reports.

Action Step 2

Student Services personnel will contact parents and maintain log of parents contacted to inform them of the students' progress.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance and discipline reports.

Action Step 3

Create a "Wall of Fame" displaying pictures of students with outstanding attendance and academic achievement.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance and discipline reports.

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

The Principal and Student Service Department monitor the attendance and academic progress of students.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Monthly

Evidence of Completion

Disciplinary and attendance report.

Plan to Monitor Effectiveness of G9.B1.S1

The Principal and Student Service Department monitor the attendance and academic progress of students.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Monthly

Evidence of Completion

Disciplinary and attendance report.

G9.B2 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

G9.B2.S1 Offer opportunities to parents and students to become familiar with the new Student Code of Conduct.

Action Step 1

Student Services personnel will provide an orientation for parents and students on the Code of Conduct and the consequences for non-compliance during the orientation process.

Person or Persons Responsible

Student Service Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets.

Action Step 2

Incorporate an orientation to the new Student Code of Conduct as part of the student registration process.

Person or Persons Responsible

Student Service Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Signed registration forms.

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

The Principal and Student Service Department monitor the attendance, discipline reports and academic progress of students.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline and attendance reports. Report cards.

Plan to Monitor Effectiveness of G9.B2.S1

The Principal and Student Service Department monitor the attendance, discipline reports and academic progress of students.

Person or Persons Responsible

The Principal and Student Service Department

Target Dates or Schedule

Monthly

Evidence of Completion

Discipline and attendance reports. Report cards.

G10. Using criteria for the federal uniform graduation rate, 61% of students should graduate in 4 years and 43% of students will graduate in 5 years while 50% of students are at-risk of not graduating in 4 years.

G10.B1 At-risk students who need course recovery tend to have excessive absences.

G10.B1.S1 Improve students participation in school.

Action Step 1

Provide counseling services for students in order to increase their participation in school and improve their attendance.

Person or Persons Responsible

Principal and Student Services Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs.

Action Step 2

Identify and meet with at-risk students, discuss Student Progression Plan, Virtual School, Night School and enroll students in the respective program.

Person or Persons Responsible

Principal and Student Services Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs.

Action Step 3

Student Services department will review and monitor students' enrollment in credit recovery courses.

Person or Persons Responsible

Principal and Student Services Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor logs.

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

The Principal and Student Services Department will review and monitor students' enrollment in credit recovery courses.

Person or Persons Responsible

The Principal and Student Services Department

Target Dates or Schedule

Monthly

Evidence of Completion

Graduation, grades and attendance reports.

Plan to Monitor Effectiveness of G10.B1.S1

The Principal and Student Services Department will review and monitor students' enrollment in credit recovery courses.

Person or Persons Responsible

The Principal and Student Services Department

Target Dates or Schedule

Monthly

Evidence of Completion

Graduation, grades and attendance reports.

Coordination and Integration

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

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

Title I, Part A ....
The Academy for Community Education provides services to assure students requiring additional remediation are assisted through during/after school tutoring programs. Teachers design and implement evidence-based intervention strategies, which is based on data collection, data analysis and observations.
Nutrition Programs.......
1) The Academy for Community Education adheres to an implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute is taught through physical education.
3) The Academy for Community Education food service program, school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The Black and ED subgroup did not make their AMO for 2013

G1.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration was Reading Application. The average percent correct for this Reporting Category was 53%

G1.B1.S1 Increase student's exposure to complex informational text..

PD Opportunity 1

Students will read examples of non-fiction writing using a variety of text structures and will practice identifying and analyzing these structures, explaining their impact or meaning.

Facilitator

Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

G2. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%

G2.B1 Performance data for students scoring at Achievement Level 4 2013 FCAT indicates there is a deficiency in Reporting Category 4 – [L.A. 9-10.2.s.a and LA. 9-10.6.2.2] Informational Text/Research Process. The average percent correct for this Reporting Category was 48%.

G2.B1.S1 Increase students' exposure to informational text.

PD Opportunity 1

Provide a variety of instructional strategies and activities that include building strong text based arguments to support answers, exploring shades of meaning, using reciprocal teaching and question and answer relationships, questioning the author and summarizing.

Facilitator

Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

G3. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.

G3.B1 Performance data for students making learning gains on the 2013 FCAT indicates there is a deficiency in Reporting Category 1 – L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

G3.B1.S1 Provide students with opportunities to increase their vocabulary.

PD Opportunity 1

Students will identify figurative language in text and be able to explain its impact on meaning.

Facilitator

Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, interim assessments, FAIR.

PD Opportunity 2

Teachers will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes and roots. Word Walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will make flash cards with all vocabulary words. We will begin a school-wide initiative: It's All About Words" and have a word of the day. The language arts teacher will present a staff inservice on vocabulary (vocab-instruction) instruction across the curriculum.

Facilitator

Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments, including benchmarks

G4. The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.

G4.B1 The area of deficiency as noted on the 2013 FCAT Writing Test was supporting details.

G4.B1.S1 Enroll all 10th grade students in an FCAT Writing Workshop. January - February, 2014

PD Opportunity 1

Teacher will model how to write a paragraph with strong, specific support.

Facilitator

Ms. Cheryll Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G5. The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.

G5.B1 The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 2-Polynomials. The average percent correct for this Reporting Category was 22%.

G5.B1.S1 Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

PD Opportunity 1

Students will practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Facilitator

Dr. Deborah A. Carter

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

G5.B1.S2 Encourage the use of technology tools for varying assumptions, exploring consequences comparing predictions, and to demonstrate a solution to a problem.

PD Opportunity 1

Students should practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Facilitator

Dr. Deborah A. Carter

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

G6. The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.

G6.B1 The greatest area of deficiency for students scoring at Achieving Level 3 as noted on the 2013 administration of the Geometry EOC was Three Dimensional Geometry. The average percent correct for this Reporting Category was 15%.

G6.B1.S1 Provide opportunities for students to apply geometric concepts in modeling real-world situations.

PD Opportunity 1

Provide Students with opportunities to identify and determine types of faces or the number of faces edges or vertices of a given polyhedron.

Facilitator

Dr. Deborah A. Carter

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments and interim assessments.

G7. Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.

G7.B1 The area of deficiency as noted on the 2013 Biology EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

G7.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all biology classes based on District Pacing Guides and the Biology Test Item Specifications.

PD Opportunity 1

Teacher will follow the District Pacing Guides.

Facilitator

Dr. Deborah A. Carter Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generated assessments.

G8. Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.

G8.B1 The majority of students are not demonstrating mastery as noted by the 2013 administration of the US History EOC assessment.

G8.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End-of-Course Exam Benchmarks to maximize opportunities for students to master tested content.

PD Opportunity 1

Students should practice mastering of opposing points on view of a variety of issues.

Facilitator

Dr. Deborah A. Carter Ms. Cheryl Carrell

Participants

Teachers will participate in the professional development.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, quizzes, site generated assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The Black and ED subgroup did not make their AMO for 2013	$500
G2.	Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%	$500
G3.	Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.	$1,000
G4.	The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.	$500
G5.	The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.	$1,000
G6.	The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.	$500
G7.	Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.	$500
G8.	Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.	$500
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title I		$5,000	$5,000
Total		$5,000	$5,000

Budget Details

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

G1. The Black and ED subgroup did not make their AMO for 2013

G1.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration was Reading Application. The average percent correct for this Reporting Category was 53%

G1.B1.S1 Increase student's exposure to complex informational text..

Action Step 1

Students will read examples of non-fiction writing using a variety of text structures and will practice identifying and analyzing these structures, explaining their impact or meaning.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G2. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 16% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 20 percentage points to 36%

G2.B1 Performance data for students scoring at Achievement Level 4 2013 FCAT indicates there is a deficiency in Reporting Category 4 – [L.A. 9-10.2.s.a and LA. 9-10.6.2.2] Informational Text/Research Process. The average percent correct for this Reporting Category was 48%.

G2.B1.S1 Increase students' exposure to informational text.

Action Step 1

Provide a variety of instructional strategies and activities that include building strong text based arguments to support answers, exploring shades of meaning, using reciprocal teaching and question and answer relationships, questioning the author and summarizing.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G3. Results of the 2013 FCAT 2.0 Reading Assessment indicate that 53% of student made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains by 5 percentage points to 58%.

G3.B1 Performance data for students making learning gains on the 2013 FCAT indicates there is a deficiency in Reporting Category 1 – L.A. 9-10.1.6.7 Vocabulary. The average percent correct for this Reporting Category was 50%.

G3.B1.S1 Provide students with opportunities to increase their vocabulary.

Action Step 1

Students will identify figurative language in text and be able to explain its impact on meaning.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

Action Step 2

Teachers will implement direct instruction in types of context clues with student practice. Students will make charts of prefixes, suffixes and roots. Word Walls will be created using the vocabulary words from the text. Students will use graphic organizers to learn new vocabulary words. Students will make flash cards with all vocabulary words. We will begin a school-wide initiative: It's All About Words" and have a word of the day. The language arts teacher will present a staff inservice on vocabulary (vocab-instruction) instruction across the curriculum.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G4. The results of the 2013 FCAT Writing Test indicate that 76% of the students achieved proficiency Level 3.5. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3.5 by 2 percentage points to 78%.

G4.B1 The area of deficiency as noted on the 2013 FCAT Writing Test was supporting details.

G4.B1.S1 Enroll all 10th grade students in an FCAT Writing Workshop. January - February, 2014

Action Step 1

Teacher will model how to write a paragraph with strong, specific support.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G5. The results of the 2013 Algebra 1 EOC Assessment indicate that 21% of the students achieved proficiency Level 3. Our goal for the 213-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 6 percentage points to 27%.

G5.B1 The area of deficiency as noted on the 2013 administration of the Algebra 1 EOC was Reporting Category 2-Polynomials. The average percent correct for this Reporting Category was 22%.

G5.B1.S1 Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Action Step 1

Students will practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G5.B1.S2 Encourage the use of technology tools for varying assumptions, exploring consequences comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Students should practice applying the laws of exponents to simplify monomial expressions with integral exponents.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G6. The results of the 2013 Geometry EOC Assessment indicate that 4% of the students achieved proficiency Level 3. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency Level 3 by 7 percentage points to 11%.

G6.B1 The greatest area of deficiency for students scoring at Achieving Level 3 as noted on the 2013 administration of the Geometry EOC was Three Dimensional Geometry. The average percent correct for this Reporting Category was 15%.

G6.B1.S1 Provide opportunities for students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide Students with opportunities to identify and determine types of faces or the number of faces edges or vertices of a given polyhedron.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G7. Increase the number of students who demonstrate proficiency on the 2014 Biology EOC.

G7.B1 The area of deficiency as noted on the 2013 Biology EOC was Molecular and Cellular Biology. The average percent correct for this Reporting Category was 29%.

G7.B1.S1 Monitor and ensure that the correct pace and depth of content is being taught in all biology classes based on District Pacing Guides and the Biology Test Item Specifications.

Action Step 1

Teacher will follow the District Pacing Guides.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500

G8. Increase the number of students who demonstrate proficiency on the 2014 U.S. History EOC.

G8.B1 The majority of students are not demonstrating mastery as noted by the 2013 administration of the US History EOC assessment.

G8.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End-of-Course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Students should practice mastering of opposing points on view of a variety of issues.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title I

Amount Needed

$500