



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Doral Academy Charter High School

11100 NW 27TH ST

Doral, FL 33172

305-597-9950

<http://dachs.dadeschools.net>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

60%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

93%

School Grades History

2013-14

B

2012-13

A

2011-12

A

2010-11

A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Doral Academy Charter High School

Principal

Angela Ramos, Douglas Rodriguez

School Advisory Council chair

Marianella Mesa

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

| Name | Title |
|------------------------|---|
| Mr. Douglas Rodriguez, | Principal |
| Mr. Carlos Ferralls | Assistant Principal |
| Mrs. Jennifer Roque | Exceptional Student Education Teacher (ESE and ELL) |
| Ms. Sophia Prevolis | Reading Coach |
| Mrs. Ana Perea-Roua | Counselor |
| Mrs. Laura Serrano | Counselor |

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

Douglas Rodriguez, principal -1, Carlos Ferralls, Jorge Nunez, Other Administrator – 1, Emerio Diaz, Marianella Mesa, Jennifer Roque, Ady Nunez, Kristina Picon, Janet Sardina, Sophia Prevolis teachers – 7, Marta Vega, Nancy Galvez, Gleibys Perez, Noelle Rachid, Tati Rodriguez, Reed Frary, parents – 6, Laura Serrano educational support -1, Alexandra Cruz, Amanda Cruz, Melanie Garcia, student – 3, Luis Velasquez, Pabole Correra, BCR – 2, Angela Ramos BOD – 1, Adalberto Yanes, alternate teacher – 1, Karla Rodriguez, alternate educational support -1, Daniel Gregorio, alternate student – 1, Giovanni Carlucci, alternate parent – 1

Involvement of the SAC in the development of the SIP

Reach out to business communities as a partnership.
Increase parental involvement.

Discuss strengths and weaknesses as it relates to students achievement.
Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interims and mini assessments..
Monitor and review the spending of school funds.
Review and monitor data regarding student performance of interim assessments, End of Course Exams and FCAT assessments

Activities of the SAC for the upcoming school year

SAC will continue to monitor and modify the School Improvement Plan by analyzing data and developing strategies to meet student's needs

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

School Improvement funds will be anticipated to implement incentives to increase performance in EOC exams, writing and science.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Ramos, Douglas Rodriguez

Principal

Years as Administrator: 14

Years at Current School: 7

Credentials

BA in History from Barry University, MA in Social Science Education from Nova Southeastern University, Specialist in Educational Leadership from Barry University

Performance Record

2013 – School Grade –
 Rdg. Proficiency, 77%
 Math Proficiency, 89 %
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 91points
 Rdg. Imp. of Lowest 25% -
 78points
 Math Imp. of Lowest 25% -
 85points
 Rdg. AMO –77
 Math AMO–65
 2012 – School Grade -A
 Rdg. Proficiency, 68%
 Math Proficiency, 77%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% -
 83 points
 Math Imp. of Lowest 25% -
 73 points
 Rdg. AMO –74
 Math AMO– 62
 2011 – School Grade -A
 Rdg. Proficiency, 83%
 Math Proficiency, 80%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 65 points
 2010 – School Grade -C
 Rdg. Proficiency, 16%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 40 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 49 points
 Math Imp. of Lowest 25% -
 74 points
 2009 – School Grade -D
 Rdg. Proficiency, 17%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 39 points

Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% -
54 points
Math Imp. of Lowest 25% -
80 points

Carlos Ferralls

Asst Principal

Years as Administrator: 5

Years at Current School: 8

Credentials

B.S. in Physical Education and
M.S. in Educational Leadership from Nova Southeastern
University

Performance Record

2013 – School Grade –
Rdg. Proficiency, 77%
Math Proficiency, 89 %
Rdg. Lrg. Gains, 77 points
Math Lrg. Gains, 91points
Rdg. Imp. of Lowest 25% -
78points
Math Imp. of Lowest 25% -
85points
Rdg. AMO –77
Math AMO–65
2012 – School Grade -A
Rdg. Proficiency, 68%
Math Proficiency, 77%
Rdg. Lrg. Gains, 72 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% -
83 points
Math Imp. of Lowest 25% -
73 points
Rdg. AMO –74
Math AMO– 62
2011 – School Grade -A
Rdg. Proficiency, 83%
Math Proficiency, 80%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 64 points
Rdg. Imp. of Lowest 25% -
73 points
Math Imp. of Lowest 25% -
65 points
2010 – School Grade -A
Rdg. Proficiency, 45%
Math Proficiency, 88%
Rdg. Lrg. Gains, 54 points
Math Lrg. Gains, 85 points
Rdg. Imp. of Lowest 25% -
51 points
Math Imp. of Lowest 25% -
87 points
2009 – School Grade -A
Rdg. Proficiency, 51%
Math Proficiency, 83%
Rdg. Lrg. Gains, 57 points

Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% -
61 points
Math Imp. of Lowest 25% -
73 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Sophia Prevolis | | |
|---------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 3 |
| Areas | Reading/Literacy | |
| Credentials | Professional Educators ESE K-12 , Reading K-12 ESOL and Gifted Endorsement | |
| Performance Record | <p>2013 – School Grade – Rdg. Proficiency, 74% Math Proficiency, 89% Rdg. Lrg. Gains, 77 points Math Lrg. Gains, 91points Rdg. Imp. of Lowest 25% - 78 points Math Imp. of Lowest 25% - 85 points Rdg. AMO –77 Math AMO–65</p> <p>2012 – School Grade -A Rdg. Proficiency, 79% Math Proficiency, 74% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 71points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 71 points Rdg. AMO –77 Math AMO–65</p> <p>2011 – School Grade -A Rdg. Proficiency, 83% Math Proficiency, 80% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 64points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 65 points</p> <p>2010 – School Grade -A Rdg. Proficiency, 80% Math Proficiency, 83% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 72points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 72 points</p> <p>Ms. Prevolis entered the teaching profession in 2009.</p> | |
| Classroom Teachers | | |

of classroom teachers

51

receiving effective rating or higher

51, 100%

Highly Qualified Teachers

92%

certified in-field

47, 92%

ESOL endorsed

7, 14%

reading endorsed

2, 4%

with advanced degrees

2, 4%

National Board Certified

0, 0%

first-year teachers

1, 2%

with 1-5 years of experience

10, 20%

with 6-14 years of experience

29, 57%

with 15 or more years of experience

11, 22%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Administration is responsible to hire Certified Teachers by maintaining a certification log
Implement a Mentoring Program for first year teachers
Monitor Certification on a monthly basis and encourage teachers to take professional development classes

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

A strong and supportive plan to achieve mutual goals within a partnership. Both professionals will demonstrate a commitment to improving the academic achievement of all students.

Mentor is a teacher within the same content area as the Mentee. Mentor is to provide support, resources, and guidance for the mentee during the school year and meet during common planning time. There will be a pre-observation meeting, Observation, and Post observation meeting later in the year where there is a reflection on the practice of teaching. The following topics will be covered within pairs: Curriculum mapping/pacing guides, lesson planning, grade book, classroom management, and certification planning for temporary certified teachers

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 Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:

Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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

Mr. Douglas Rodriguez, Principal and Mr. Carlos Ferralls, Assistant Principal, provide a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RtI model. Both will schedule and facilitate regular RtI meetings, ensure attendance of team members, and ensure follow up action steps.

General Education Teachers (Reading and Math): Participate in student data collection on a biweekly basis; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

Mrs. Jennifer Roque, Exceptional Student Education Teacher (ESE): Participate in student data collection on a biweekly basis; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

Mrs. Ana Perea-Roua and Mrs. Laura Serrano, Counselors: Monitor student achievement quarterly; set-up parent-teacher conferences; develop academic and behavior contracts; and communicate with all stake-holders.

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

The MTSS Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR) End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Frequency of Data Days: Once a quarter for data analysis Edusoft: District baselines, interims, and mini assessments. MTSS/RtI will implement the process at a glance for behavior management utilizing the steps for Tier 1-3. If needed a FAB or BIP and The Student Case Management system will be implemented for Tier III.

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

Professional development will be provided during first week of school. Small sessions are planned throughout the year for both parents and instructional staff. Professional development sessions entitled "What is MTSS/ RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the MTSS/ RTI online course through the Florida Department of Education. Effectively and actively involve and resolute leadership that frequency provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts. Ongoing data driven professional development activities that align core student goals and staff needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 840

Before and After School Tutoring provides additional support for all students in reading, mathematics, science, and writing.

Saturday Tutoring sessions provide additional support in Biology and Mathematics for all students identified as low performing and bubble students.

Math Enrichment Summer program provides enrichment activities that are hands on and computer based for students in accelerated math program.

A Summer STEM program is given in the summer which offers hands on and enriched activities for all students.

Strategy Purpose(s)

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

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

Administrators collected attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes. Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays

Who is responsible for monitoring implementation of this strategy?

Administrators collected attendance sheets for every day of tutoring to determine which students have been participating and have shown improvement through mini assessment in reading, math, and science classes. Students are identified throughout the year and are encouraged to attend tutoring before, after school and Saturdays. Sessions are developed based on targeted benchmarks for each group. Summer programs are overseen by administrators and pre and posttest are analyzed to determine its effectiveness of the program and student performance.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------------|--------------------------|
| Mr. Douglas Rodriguez | Principal |
| Mr. Carlos Ferralls | Assistant Principal |
| Mr. Jorge Nunez | Assistant Principal |
| Mrs. Yvette Tamargo, | Assistant Principal |
| Mrs. Alina Lopez | Assistant Principal |
| Mrs. Marianella Mesa | Assistant Principal |
| Mrs. Sophia Prevolis | Reading Coach |
| Mr. Cesar Pulido | Math Department Chair |
| Mrs. Carla Ferandez | Science Department Chair |

| Name | Title |
|-----------------------|-----------------------------------|
| Mrs. Jennifer Roque | ESOL, ESE Chair |
| Mrs. Nicholas Markos | Social Studies Department Chair |
| Mrs. Zulyn Hernandez, | Electives Department Chair |
| Mr. Guillermo Rivera | Foreign Language Department Chair |

How the school-based LLT functions

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum

Major initiatives of the LLT

The major initiative for the 2013-2014 school year would be increase literacy across all curriculums. Increase understanding of differentiated instruction and continue to apply best practices. Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. In addition, the Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and student portfolios. These tools will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. School is promoting literacy through all curriculums

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 school offers a diverse array of integrated elective courses within each academy of study. Using college readiness updated information and individualized meetings, counselors and students chose courses that are pertinent to their future career choices. School is a partner with Community Business and have agreed to have students complete community hours in a field of choice related to the students career path

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

Students are encouraged to attend College tours to a variety of Universities and take part in student orientations related to College Readiness presentations throughout the school year. Students meet individually with guidance counselors to review and choose course selections annually. The counselors advise the students on which courses of studies would be relevant to their career aspirations in addition to meeting state graduation requirements.

Strategies for improving student readiness for the public postsecondary level

Doral Academy High's graduation rate of 97% is well above the district, state, and national average. The administration and counselors work closely with all the students throughout the year to ensure students are on track to graduating and pursuing a postsecondary education. The counselors are also active in encouraging students to take Honors, Advance Placement and Dual Enrollment Courses to help prepare the students in their postsecondary plans. Counselors share information that includes but is not limited to yearly subject selection, high school graduation requirements, recovery courses, becoming eligible for Bright Futures, applying to postsecondary institutes and financial aid. Although Doral Academy High is proud of its graduation rate and student readiness for the postsecondary level, it will continue to improve student readiness and the graduation percentage which includes encouraging more participation in National Assessments such as the PSAT, SAT and ACT . Doral Academy High wants to see all its students graduating and enrolling in Universities.

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 | 77% | 74% | Yes | 79% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | | 0% | | |
| Hispanic | 77% | 74% | Yes | 79% |
| White | 78% | 0% | No | 81% |
| English language learners | 55% | 49% | No | 60% |
| Students with disabilities | 53% | 40% | Yes | 58% |
| Economically disadvantaged | 76% | 69% | Yes | 78% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 226 | 30% | 32% |
| Students scoring at or above Achievement Level 4 | 330 | 44% | 45% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 77% | 79% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 78% | 80% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 45 | 82% | 84% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 37 | 67% | 70% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 35 | 64% | 68% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | 74% | 77% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 294 | 82% | 84% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 65% | 89% | Yes | 69% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | | 0% | | |
| Hispanic | 65% | 89% | Yes | 69% |
| White | 68% | 0% | No | 72% |
| English language learners | 73% | 86% | Yes | 76% |
| Students with disabilities | 54% | 75% | Yes | 58% |
| Economically disadvantaged | 58% | 88% | Yes | 63% |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | | 91% | 92% |
| Students in lowest 25% making learning gains (EOC) | | 85% | 87% |

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. | | 62% | 66% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 133 | 55% | 55% |
| Students scoring at or above Achievement Level 4 | 86 | 36% | 36% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 113 | 31% | 32% |
| Students scoring at or above Achievement Level 4 | 192 | 52% | 53% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 162 | 41% | 43% |
| Students scoring at or above Achievement Level 4 | 150 | 38% | 39% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 8 | | 10 |
| Participation in STEM-related experiences provided for students | 980 | 75% | 77% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 196 | 15% | 18% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | 11% | 14% |
| Students taking one or more advanced placement exams for STEM-related courses | 80 | 11% | 14% |
| CTE-STEM program concentrators | 0 | | 0 |
| Students taking CTE-STEM industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 0% | 0% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 196 | 15% | 18% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 196 | 15% | 18% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 15% | 18% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 0% |

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 | 78 | 6% | 5% |
| Students in ninth grade with one or more absences within the first 20 days | 150 | 34% | 33% |
| Students in ninth grade who fail two or more courses in any subject | 21 | 5% | 4% |
| Students with grade point average less than 2.0 | 91 | 7% | 6% |
| Students who fail to progress on-time to tenth grade | 1 | 0% | 0% |
| Students who receive two or more behavior referrals | 80 | 6% | 5% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 59 | 5% | 4% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 1 | 0% | 0% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 193 | 97% | 97% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 29 | 94% | 94% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 177 | 95% | 95% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities. We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI) | 522 | 40% | 45% |
| • Use the Website, Doral APP on electronic devices and Connect Ed to communicate with parents | 784 | 60% | 65% |
| • Increase Literacy Team activities for Parents and families afterschool that offer interventions and support for students who are struggling or at risk. | 653 | 50% | 55% |

Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam by 4 percentage points to 66%.
- G2.** Students subgroups at or above Level 3 on EOC assessments will maintain proficiency for the 2014 EOC assessments.
- G3.** Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.
- G4.** Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT Reading exam by 3 percentage points to 77%.
- G5.** All students scoring at middle third or higher on the 2014 US History EOC will increase proficiency.
- G6.** All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%.
- G7.** Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected from early warning signs by 1 percentage point in all areas.
- G8.** Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam.
- G9.** All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC Assessment will maintain proficiency.
- G10.** Our goal for the 2012-2013 school year is to maintain our 0% Dropout rate and maintain our graduation rate at 97%.
- G11.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5 percentage points.
- G12.** All students scoring at Achievement Level 3 or above on the 2014 Geometry EOC will increase by 1 percentage point in both areas.
- G13.** All students in grade 9 and 10 scoring at a Level 3 or above will increase proficiency on the 2014 FCAT 2.0 Reading Assessment by 5 percentage points to 79%.
- G14.** All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points.

- G15.** Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 9th -12th while providing a rigorous and challenging program.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam by 4 percentage points to 66%.

Targets Supported

Resources Available to Support the Goal

- ACT and SAT Readiness Courses USA Today Supplemental Materials

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam for Mathematics.

Plan to Monitor Progress Toward the Goal

review monthly reports (Reading Plus and USA Today supplemental material) on students’ attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Counselors

Target Dates or Schedule:

monthly

Evidence of Completion:

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G2. Students subgroups at or above Level 3 on EOC assessments will maintain proficiency for the 2014 EOC assessments.

Targets Supported

Resources Available to Support the Goal

- Mathematical Practices of the Common Core State Standards Professional Learning Community Success Academy and Florida Achieves computer based program.

Targeted Barriers to Achieving the Goal

- Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities. Students making learning gains will increase by 1 percentage points to 92%.
- Students scoring in the lowest 25% will increase by two percentage points to 87%. Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule:

biweekly

Evidence of Completion:

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

G3. Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.

Targets Supported

- CTE

Resources Available to Support the Goal

- State, District, and National Competitions in Mathematics and Science

Targeted Barriers to Achieving the Goal

- After data analysis, we recognize the need to increase both the numbers of students enrolled in CTE and advanced courses along with competition rate and successful placement exams

Plan to Monitor Progress Toward the Goal

Student Progress will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT Reading exam by 3 percentage points to 77%.

Targets Supported

Resources Available to Support the Goal

- Reading Plus and USA Today supplemental material PSAT Scores

Targeted Barriers to Achieving the Goal

- Identify students who have not taken ACT or SAT and have counselors meet with them to discuss College readiness goals

Plan to Monitor Progress Toward the Goal

will review monthly reports (Reading Plus and USA Today supplemental material) on students’ attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule:

review monthly

Evidence of Completion:

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G5. All students scoring at middle third or higher on the 2014 US History EOC will increase proficiency.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Student mini assessments and Month assessments Edusoft

Targeted Barriers to Achieving the Goal

- It has been determined that students who scored in the middle third on the 2013 US History EOC had difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in US History while incorporating primary sources.
- It has been determined that students who scored in the upper third on the 2013 US History EOC had difficulty in understanding the depth in understanding democratic principles and Late Nineteen early century. To enhance CCSS, teachers will participate in professional development in this area.

Plan to Monitor Progress Toward the Goal

will monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule:

biweekly

Evidence of Completion:

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

G6. All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Springboard Embedded Lessons exemplar text lesson

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

Plan to Monitor Progress Toward the Goal

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule:

bi weekly basis

Evidence of Completion:

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected from early warning signs by 1 percentage point in all areas.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Connect Ed and Plasco Truancy Child Study Team (TCST) Student Code of Conduct.

Targeted Barriers to Achieving the Goal

- All students who miss 10% or more will decrease 1 percentage point to 5% for the 2014 school year. Parents not having accurate contact information in order to notify them of school policies and procedures through Connect ed or phone calls.
- All students in grade 9 students who have been absent in the first 20 days will decrease by 1 percentage point to 1 %.
- All students in grade 9 who fail two or more courses or do not move to grade 10 on time will decrease by 1 percentage point to 4%.
- All students with a GPA <2.0 will decrease by 1 percentage point to 6%.
- All students in grade 9-12 with behavior will decrease by 1 percentage point to 4%.

Plan to Monitor Progress Toward the Goal

will monitor data and reports from Plasco and counselor logs. Administration will monitor and make interventions as needed with students

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule:

quarterly

Evidence of Completion:

Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

G8. Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam.

Targets Supported

Resources Available to Support the Goal

- ACT or SAT Reports

Targeted Barriers to Achieving the Goal

- Identify students who have not taken ACT or SAT and have counselors meet with them to discuss College readiness goals

Plan to Monitor Progress Toward the Goal

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule:

review monthly reports

Evidence of Completion:

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G9. All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC Assessment will maintain proficiency.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Student mini assessments, Florida Achieves data reports and district interim reports.

Targeted Barriers to Achieving the Goal

- The area in need of support as noted by the 2013 Algebra I EOC for students scoring an achievement level 3 is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.
- The area of deficiency for students who scored a Level 4 or above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule:

Formative biweekly

Evidence of Completion:

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G10. Our goal for the 2012-2013 school year is to maintain our 0% Dropout rate and maintain our graduation rate at 97%.

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Student Progression Plan

Targeted Barriers to Achieving the Goal

- Students not meeting graduation requirements due to attendance and no-credit issues.

Plan to Monitor Progress Toward the Goal

will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule:

quarterly basis

Evidence of Completion:

School reports and NGA Graduation reports will be monitored.

G11. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5 percentage points.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Literacy Team activities Parent Teacher Student Involvement (PTSI)

Targeted Barriers to Achieving the Goal

- We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

Plan to Monitor Progress Toward the Goal

will monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule:

monthly

Evidence of Completion:

Logs will be reviewed from Connect Ed and parents sign in sheets.

G12. All students scoring at Achievement Level 3 or above on the 2014 Geometry EOC will increase by 1 percentage point in both areas.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Student mini assessments and district interim reports. Fathom, Geometers; Sketchpad and webwork.

Targeted Barriers to Achieving the Goal

- Students scoring at an Achievement level 3 will increase by 1 percentage point to 32%. The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Trigonometry and Discrete Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.
- Students scoring at an Achievement level 4 or above will increase by 1 percentage point to 53%. The results of the 2013 indicate that students had difficulties with two dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture.

Plan to Monitor Progress Toward the Goal

will monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule:

bi weekly

Evidence of Completion:

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G13. All students in grade 9 and 10 scoring at a Level 3 or above will increase proficiency on the 2014 FCAT 2.0 Reading Assessment by 5 percentage points to 79%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus Online Florida Achieves computer program

Targeted Barriers to Achieving the Goal

- Student in the ELL Subgroup scoring at or above Level 3 on 2014 FCAT 2.0 assessments will increase from 49% to 60%. , The area of deficiency for the ELL subgroup, as noted on the 2013 administration of the FCAT 2.0 administration reading test was reporting category 3: Literary Analysis due to limited exposure to literary elements and figurative language.
- The area of deficiency for students scoring at or above Achievement level 3, as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The area of deficiency as noted on the 2013 administration of the FCAT Reading test for students scoring at achievement level 4 or above was Reporting Category 3- Literary Analysis due to limited practice in making inferences and returning to text for answers.
- Students making learning gains 2014 FCAT 2.0 Reading Assessment will increase by 2 percentage points to 79%. The area of deficiency for students not making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.
- It is noted on the 2013 administration of the FCAT Reading Test was that students scored in the lowest 25% will increase by 2 percentage points to 80%.
- Students scoring proficient in LISTENING/SPEAKING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) will increase by 2 percentage points to 84% on the 2014 CELLA. Students have limited opportunity to listen and speak academic English outside the classroom. Teachers will use expansions, paraphrases and repetition to model proper use of language while providing support in listening.
- Students scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students) will increase by 3 percentage points to 70% on the 2014 CELLA. Students have limited opportunity to read in English outside the classroom
- Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students) will increase by 4 percentage points to 68% on the 2014 CELLA . Students have a limited opportunity to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Rti will monitor the implementation of identified strategies. Reading Coach and Assistant principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed. Monitor Reading Plus Online interventions. Use Florida Achieves computer program to administer mini assessments. Provide more data-chats with the students using a variety of data in which they keep data charts and have a data folder used for progress monitoring.

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule:

bi weekly

Evidence of Completion:

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

G14. All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points.

Targets Supported

- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- DI instruction utilizing Achieves 3000 in Biology District baseline data and school based assessments

Targeted Barriers to Achieving the Goal

- Students scoring an achievement level 3 on the 2013 Biology will increase by 2 percentage points to 43%. According to the results of the 2013 Biology EOC, students have difficulty in two Reporting Categories. Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.
- Students scoring an achievement level 4 or above will increase by 1 percentage level to 39%. Students need additional investigations in higher rigor independent and group based projects. Increase inquiry-based learning in Life Sciences. (Biology, Anatomy and Physiology, Environmental Science, etc.)

Plan to Monitor Progress Toward the Goal

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Administration and LLT will monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule:

bi weekly basis

Evidence of Completion:

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

G15. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 9th -12th while providing a rigorous and challenging program.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Project Based learning in STEM

Targeted Barriers to Achieving the Goal

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

Plan to Monitor Progress Toward the Goal

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam by 4 percentage points to 66%.

G1.B1 Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam for Mathematics.

G1.B1.S1 Provide College Reading or Mathematics for students in order to prepare them for the PERT and SAT/or ACT

Action Step 1

review monthly reports on students’ attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring

Person or Persons Responsible

Administrators and Counselors

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

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

review monthly reports on students’ attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Counselors

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

Plan to Monitor Effectiveness of G1.B1.S1

review monthly reports on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Counselors

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G2. Students subgroups at or above Level 3 on EOC assessments will maintain proficiency for the 2014 EOC assessments.

G2.B1 Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities. Students making learning gains will increase by 1 percentage points to 92%.

G2.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of Mathematics for End of Course Exams

Action Step 1

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

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

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

Plan to Monitor Effectiveness of G2.B1.S1

Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

G2.B1.S2 Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities.

Action Step 1

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

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

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

Plan to Monitor Effectiveness of G2.B1.S2

Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction. Students will use virtual manipulative to support and enhance instruction.

Person or Persons Responsible

Math Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I and Geometry EOC

G2.B2 Students scoring in the lowest 25% will increase by two percentage points to 87%. Students are in need of a variety of classroom opportunities to develop exploration and inquiry activities.

G2.B2.S1 Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities.

Action Step 1

Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

Department Chair and Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative assessment- student mini assessment, Florida Achieves data reports and district interim reports. Summative assessment - Results from the 2-14 EOC assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Our goal for the 2013-2014 school year is to increase students participation when entering high school technology courses and programs.

G3.B1 After data analysis, we recognize the need to increase both the numbers of students enrolled in CTE and advanced courses along with competition rate and successful placement exams

G3.B1.S1 Implement a pre diagnostic exam in Mathematics and implement a Math Research Competitive course

Action Step 1

Student Progress will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

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

Student Progress will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Effectiveness of G3.B1.S1

Student Progress will be monitored by STEM teachers and administration on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

G3.B1.S5 Identify STEM objectives and schedule school focus calendar and offer AP STEM instruction in a variety of Math and Science Courses

Action Step 1

Student Progress will be monitored on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Fidelity of Implementation of G3.B1.S5

Student Progress will be monitored on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

Plan to Monitor Effectiveness of G3.B1.S5

Student Progress will be monitored on student participation and effectiveness of the programs.

Person or Persons Responsible

STEM teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment- Sign in sheets from parent nights Summative Assessment- 2014 Student Subject Selection Forms

G4. Our goal for the 2013-2014 school year is to increase the number of students scoring "College Ready" on the PERT Reading exam by 3 percentage points to 77%.

G4.B1 Identify students who have not taken ACT or SAT and have counselors meet with them to discuss College readiness goals

G4.B1.S1 Ensure that every junior has taken the ACT or SAT and identify those that haven't passed.

Action Step 1

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

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

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

Plan to Monitor Effectiveness of G4.B1.S1

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G4.B1.S2 Provide College Reading or Mathematics for students in order to prepare them for the PERT and SAT/or ACT

Action Step 1

review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

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

review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

Plan to Monitor Effectiveness of G4.B1.S2

review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

G5. All students scoring at middle third or higher on the 2014 US History EOC will increase proficiency.

G5.B1 It has been determined that students who scored in the middle third on the 2013 US History EOC had difficulty transferring Writing and Language Arts skills to the content area while increasing understanding and knowledge in US History while incorporating primary sources.

G5.B1.S3 Provide activities that allow student to interpret primary and secondary sources of information, using multimedia sources to examine.

Action Step 1

Monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

Plan to Monitor Effectiveness of G5.B1.S3

Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration will

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

G5.B1.S5 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

monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

Plan to Monitor Fidelity of Implementation of G5.B1.S5

monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

Plan to Monitor Effectiveness of G5.B1.S5

Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

G5.B2 It has been determined that students who scored in the upper third on the 2013 US History EOC had difficulty in understanding the depth in understanding democratic principles and Late Nineteen early century. To enhance CCSS, teachers will participate in professional development in this area.

G5.B2.S1 Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues

Action Step 1

Monitor the implementation and data on interims assessments and US History Interim data.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

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

Monitor the implementation and data on interims assessments and US History Interim data. Review classroom assignments, lesson plans and student assessments that target specific skills

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

Plan to Monitor Effectiveness of G5.B2.S1

Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department.

Person or Persons Responsible

The Social Studies department chairs, Reading Coach, Administration

Target Dates or Schedule

Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department

Evidence of Completion

Formative Assessment- Student mini assessments and Month assessments Summative Assessments- 2014 EOC US History

G6. All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S1 School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

Action Step 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

August 12-16 (Teacher Planning Days)

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Facilitator:

Reading Coach

Participants:

All Teachers

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

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S2 Implementation of school wide writing prompts and discussions. Organize Writing Seminar for bubble students.

Action Step 1

monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

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

Review monthly writing journals and assignments to ensure progress of students. conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S2

Review monthly writing journals and assignments to ensure progress of students. conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G6.B1.S4 Include an exemplar text lesson in each grading period

Action Step 1

monitor writing centers and analyze pre and post writing test data

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Fidelity of Implementation of G6.B1.S4

monitor writing centers and analyze pre and post writing test data.

Person or Persons Responsible

Reading Coach and Language Arts department

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

Plan to Monitor Effectiveness of G6.B1.S4

Review monthly writing journals and assignments to ensure progress of students. conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. Our school recognizes that student academic development is correlated to student attendance. All students will increase student attendance by decreasing number of students who are effected from early warning signs by 1 percentage point in all areas.

G7.B1 All students who miss 10% or more will decrease 1 percentage point to 5% for the 2014 school year. Parents not having accurate contact information in order to notify them of school policies and procedures through Connect ed or phone calls.

G7.B1.S7 Identify and refer students who may be developing a pattern of non attendance to the Truancy Child Study Team (TCST) for intervention services

Action Step 1

Monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Fidelity of Implementation of G7.B1.S7

Monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Effectiveness of G7.B1.S7

Monitor and make interventions as needed with students

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

G7.B2 All students in grade 9 students who have been absent in the first 20 days will decrease by 1 percentage point to 1 %.

G7.B2.S1 Identify and refer students who may be developing a pattern of non attendance to the Truancy Child Study Team (TCST) for intervention services

Action Step 1

Monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

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

Monitor and make interventions as needed with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Effectiveness of G7.B2.S1

Monitor and make interventions as needed with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

G7.B3 All students in grade 9 who fail two or more courses or do not move to grade 10 on time will decrease by 1 percentage point to 4%.

G7.B3.S1 Students will be enrolled in course recovery classes and offered before and after school tutoring.

Action Step 1

Monitor data and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors failure reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

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

Monitor data and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors failure reports.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Effectiveness of G7.B3.S1

Monitor data and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors failure reports. Monitor and make interventions as needed with students.

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

G7.B4 All students with a GPA <2.0 will decrease by 1 percentage point to 6%.

G7.B4.S1 Counselors will provide students presentations that target conflict and academic resolution strategies.

Action Step 1

Monitor data and reports counselor logs. Review reports of student outdoor and indoor suspension, attendance and academic failure reports

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

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

Monitor data and reports counselor logs. Review reports of student outdoor and indoor suspension, attendance and academic failure reports

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Effectiveness of G7.B4.S1

Monitor and make interventions as needed with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

G7.B5 All students in grade 9-12 with behavior will decrease by 1 percentage point to 4%.

G7.B5.S1 MTSS/RtI team will monitor students who receive two more behavior referrals providing students with counseling and encouraging parental involvement in this process.

Action Step 1

monitor data and reports from Plasco and counselor logs. Review reports of student outdoor and indoor suspension, attendance reports, and counselors

Person or Persons Responsible

Administration and MTSS/RtI

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

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

Monitor student COGNOS by grade level for behavior referrals.

Person or Persons Responsible

Student services and administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

Plan to Monitor Effectiveness of G7.B5.S1

Monitor student COGNOS by grade level for behavior referrals.

Person or Persons Responsible

Student services and administration

Target Dates or Schedule

quarterly

Evidence of Completion

2014 Early Warning Signs Data

G8. Our goal for the 2013-2014 school year is to increase the number of students scoring “College Ready” on the PERT exam.

G8.B1 Identify students who have not taken ACT or SAT and have counselors meet with them to discuss College readiness goals

G8.B1.S1 Ensure that every junior has taken the ACT or SAT and identify those that haven't passed.

Action Step 1

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

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

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

Plan to Monitor Effectiveness of G8.B1.S1

will review monthly reports (Reading Plus and USA Today supplemental material) on students' attendance and assessments used in the extended day tutoring program and will make adjustments to instruction as needed. Provide more data-chats with the students using a variety of data in which they keep data chart and have a data folder used for progress monitoring.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

monthly reports

Evidence of Completion

Formative: Counselor Logs and ACT or SAT Reports Summative: 2014 PERT Exam Results

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC Assessment will maintain proficiency.

G9.B1 The area in need of support as noted by the 2013 Algebra I EOC for students scoring an achievement level 3 is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Using Mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operation.

G9.B1.S2 Students will use virtual manipulative to support and enhance instruction.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G9.B1.S2

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G9.B1.S2

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G9.B1.S3 Supplemental resources such as Success Academy and Florida Achieves computer based program

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G9.B1.S3

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G9.B1.S3

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G9.B1.S4 Solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G9.B1.S4

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G9.B1.S4

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments, Florida Achieves data reports and district interim reports. Summative Assessment- Results from the 2014 Algebra I EOC

G9.B2 The area of deficiency for students who scored a Level 4 or above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G9.B2.S1 Utilize technology to provide resources and supplement to students rigor practices in Algebra I and develop enrichment programs such as competitions for advanced students.

Action Step 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

September 5, September 26, October 25, November 8 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

Facilitator:

Math Department Chair

Participants:

Math Teachers

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

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G9.B2.S1

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

G9.B2.S2 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of fractions, ratios, proportional relationships, and statistics.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

Plan to Monitor Effectiveness of G9.B2.S2

Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

G10. Our goal for the 2012-2013 school year is to maintain our 0% Dropout rate and maintain our graduation rate at 97%.

G10.B1 Students not meeting graduation requirements due to attendance and no-credit issues.

G10.B1.S1 Counselors will identify and meet with students who may not meet the graduation requirements throughout the year.

Action Step 1

will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed.

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

quarterly basis

Evidence of Completion

School reports and NGA Graduation reports will be monitored

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

will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

quarterly basis

Evidence of Completion

School reports and NGA Graduation reports will be monitored.

Plan to Monitor Effectiveness of G10.B1.S1

will monitor student grades and progress and frequent conferences with students on a quarterly basis and will adjust as needed

Person or Persons Responsible

Administration and Counselors

Target Dates or Schedule

quarterly basis

Evidence of Completion

School reports and NGA Graduation reports will be monitored.

G11. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school wide activities by 5 percentage points.

G11.B1 We determined after comparing logs from previous activities we found that there was a lack of participation due to employment hours and lack of time for parents to attend meetings or school events. Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI). Parents have limited knowledge of opportunities to volunteer in school activities.

G11.B1.S2 Use the Website, Doral APP on electronic devices and Connect Ed to communicate with parents.

Action Step 1

Monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

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

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

Plan to Monitor Effectiveness of G11.B1.S2

monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

G11.B1.S4 Increase Literacy Team activities for Parents and families after school that offer interventions and support for students who are struggling or at risk.

Action Step 1

Monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

Plan to Monitor Fidelity of Implementation of G11.B1.S4

Monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

Plan to Monitor Effectiveness of G11.B1.S4

Monitor parent involvement and attendance during events, EESAC Meetings, PTSI meetings, and school workshops. Logs will be reviewed from Connect Ed and parents sign in sheets.

Person or Persons Responsible

Lead teacher and administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 Parent Sign in sheets

G12. All students scoring at Achievement Level 3 or above on the 2014 Geometry EOC will increase by 1 percentage point in both areas.

G12.B1 Students scoring at an Achievement level 3 will increase by 1 percentage point to 32%. The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Trigonometry and Discrete Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.

G12.B1.S2 Provide opportunities for student to construct arguments and critique arguments of peers.

Action Step 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Monitor implementation of strategies and make adjustments to instruction as needed.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B1.S2

Conduct grade level meetings to ensure effectiveness and alignment of math program. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B1.S3 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

Action Step 1

monitor implementation of strategies and make adjustments to instruction as needed

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

September 5, September 26, October 25, November 8, December 12 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Facilitator:

Math Department Chair

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G12.B1.S3

monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B1.S3

Conduct grade level meetings to ensure effectiveness and alignment of math program. Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G12.B2 Students scoring at an Achievement level 4 or above will increase by 1 percentage point to 53%. The results of the 2013 indicate that students had difficulties with two dimensional geometry. Students will have increase opportunity to provide statements and reasons in formal or informal proofs of a geometric idea and distinguished between the proof of a conjecture and an example that supports a conjecture.

G12.B2.S1 Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities.

Action Step 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

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

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program

Person or Persons Responsible

The mathematics department chair and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

Plan to Monitor Effectiveness of G12.B2.S1

Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Conduct monthly math department discussions to attain teacher feedback on effectiveness of strategy. Conduct Data Chats Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. The Geometry EOC will be used to determine the effectiveness of the strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G13. All students in grade 9 and 10 scoring at a Level 3 or above will increase proficiency on the 2014 FCAT 2.0 Reading Assessment by 5 percentage points to 79%.

G13.B1 Student in the ELL Subgroup scoring at or above Level 3 on 2014 FCAT 2.0 assessments will increase from 49% to 60%. , The area of deficiency for the ELL subgroup, as noted on the 2013 administration of the FCAT 2.0 administration reading test was reporting category 3: Literary Analysis due to limited exposure to literary elements and figurative language.

G13.B1.S1 Provide students with the use of task cards vocabulary with context clues, interactive word walls, heritage language/ English dictionary and structure analysis

Action Step 1

will monitor the implementation of identified strategies. Reading Coach and Assistant principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed. Monitor Reading Plus Online interventions. Use Florida Achieves computer program to administer mini assessments. Provide more data-chats with the students using a variety of data in which they keep data charts and have a data folder used for progress monitoring.

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule

formative bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

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

Monitor Reading Plus Online interventions. Use Florida Achieves computer program to administer mini assessments. Provide more data-chats with the students using a variety of data in which they keep data charts and have a data folder used for progress monitoring.

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

Plan to Monitor Effectiveness of G13.B1.S1

will monitor the implementation of identified strategies. Reading Coach and Assistant principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed. Monitor Reading Plus Online interventions. Use Florida Achieves computer program to administer mini assessments. Provide more data-chats with the students using a variety of data in which they keep data charts and have a data folder used for progress monitoring.

Person or Persons Responsible

The LLT along with the MTSS/Rti

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: Fair Assessment Data CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment: Results from the 2014 FCAT 2.0 Reading

G13.B2 The area of deficiency for students scoring at or above Achievement level 3, as noted on the 2013 administration of the FCAT Reading test was Reporting Category 2- Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G13.B2.S1 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

monitor the implementation of strategies

Person or Persons Responsible

Assistant Principal, Reading Coach, Language Arts Department chairperson

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment Results from the 2014 FCAT 2.0 Reading Assessment

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

monitor the implementation of strategies.

Person or Persons Responsible

Assistant Principal, Reading Coach, Language Arts Department chairperson

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G13.B2.S1

review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed. Incorporate Reading Plus in all the Language Arts, including Advanced classes.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessment Results from the 2014 FCAT 2.0 Reading Assessment

G13.B3 The area of deficiency as noted on the 2013 administration of the FCAT Reading test for students scoring at achievement level 4 or above was Reporting Category 3- Literary Analysis due to limited practice in making inferences and returning to text for answers.

G13.B3.S1 Implement a variety of graphic organizers across the curriculum to be used in all classes such as graphic organizers, concept maps, encourage students to read from a variety of texts.

Action Step 1

monitor the implementation of identified strategies. Review formative bi weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The LLT along with administrators

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B3.S1

monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

Person or Persons Responsible

Reading Coach and administration

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G13.B3.S1

monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

Person or Persons Responsible

monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments

Target Dates or Schedule

weekly basis

Evidence of Completion

Formative Assessments - FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative Assessments- Results from the 2014 FCAT 2.0 Reading Assessment

G13.B4 Students making learning gains 2014 FCAT 2.0 Reading Assessment will increase by 2 percentage points to 79%. The area of deficiency for students not making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction due to limited exposure to identifying and interpreting elements of a story.

G13.B4.S1 Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Use poetry to practice in identifying descriptive language that defines moods and provides imagery.

Action Step 1

monitor interventions. Reading Coach and Assistant Principal will review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

MTSS/Rtl along with LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B4.S1

monitor interventions. Reading Coach and Assistant Principal will review formative bi weekly assessment data reports to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

MTSS/Rtl along with LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G13.B4.S1

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G13.B5 It is noted on the 2013 administration of the FCAT Reading Test was that students scored in the lowest 25% will increase by 2 percentage points to 80%.

G13.B5.S1 Lowest 25% students will be identified per grade level in order to implement a pull-out tutoring session during school hours.

Action Step 1

monitor tutoring programs and student progression. Use data gathered from students in the pull out program

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus and Florida Achieves data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G13.B5.S1

monitor tutoring programs and student progression. Use data gathered from students in the pull out program

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus and Florida Achieves data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G13.B5.S1

review monthly reports on student's attendance and assessments used in the after school tutoring program. h Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessments: Fair Assessment Data, Student work and mini assessments, Reading Plus and Florida Achieves data reports Summative Assessment: Results from the 2014 FCAT 2.0 Reading Assessment

G13.B6 Students scoring proficient in LISTENING/SPEAKING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) will increase by 2 percentage points to 84% on the 2014 CELLA. Students have limited opportunity to listen and speak academic English outside the classroom. Teachers will use expansions, paraphrases and repetition to model proper use of language while providing support in listening.

G13.B6.S1 Role –play, teacher/student/modeling, Think Aloud and Cooperative learning in the form of group projects will be implemented to provide support during speaking activities. Teachers use illustrations and diagrams while asking open-ended questions so that students are processing the information and articulating it on their own.

Action Step 1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G13.B6.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G13.B6.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Teachers will use rubrics and quarterly to assess the listening and speaking objectives presented Summative Assessment- Results from the 2014 CELLA

G13.B7 Students scoring proficient in READING (students read grade-level text in English in a manner similar to non-ELL students) will increase by 3 percentage points to 70% on the 2014 CELLA. Students have limited opportunity to read in English outside the classroom

G13.B7.S1 The Comprehensive Research-based Reading Plan (CRRP) task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students.

Action Step 1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G13.B7.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G13.B7.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

G13.B8 Students scoring proficient in WRITING (students write in English at grade level in a manner similar to non-ELL students) will increase by 4 percentage points to 68% on the 2014 CELLA . Students have a limited opportunity to write academic English outside the classroom.

G13.B8.S1 Rubrics will be used to by the teachers to provide clear criteria for evaluating a product or performance on a continuum of quality

Action Step 1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Fidelity of Implementation of G13.B8.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusts as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

Plan to Monitor Effectiveness of G13.B8.S1

monitor the implementation of identified strategies. Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with the ESOL teacher

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Mini Assessment Data, Interim assessments Summative Assessment- Results from the 2014 CELLA

G14. All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points.

G14.B1 Students scoring an achievement level 3 on the 2013 Biology will increase by 2 percentage points to 43%. According to the results of the 2013 Biology EOC, students have difficulty in two Reporting Categories. Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.

G14.B1.S1 Schedule weekly laboratory experiments for students with appropriate pre-lab and post available and students who missed a lab or need more time have an opportunity to complete each lab. Students will write lab reports with strong, evidence- supported conclusions

Action Step 1

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Administration and LLT will monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

Biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

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

Grade level teams and department meetings to discuss and determine progress towards standards. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Administration and LLT will monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

Plan to Monitor Effectiveness of G14.B1.S1

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Administration and LLT will monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

bi weekly basis

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

G14.B1.S2 Develop DI instruction utilizing Achieves 3000 in Biology to identify weakest performing benchmarks bases on available data.

Action Step 1

Will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

August 15, 2013, October 25, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

Facilitator:

Achieves 3000 Representative

Participants:

Biology Teachers

Plan to Monitor Fidelity of Implementation of G14.B1.S2

will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

Plan to Monitor Effectiveness of G14.B1.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

G14.B2 Students scoring an achievement level 4 or above will increase by 1 percentage level to 39%. Students need additional investigations in higher rigor independent and group based projects. Increase inquiry-based learning in Life Sciences. (Biology, Anatomy and Physiology, Environmental Science, etc.)

G14.B2.S1 Implementation of formative assessment probes and higher order questioning/discussions.

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014 Biology EOC

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

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014 Biology EOC

Plan to Monitor Effectiveness of G14.B2.S1

Conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Administration and LLT will

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014Biology EOC

G14.B2.S2 Develop DI instruction utilizing Achieves 3000 in Biology to identify weakest performing benchmarks bases on available data.

Action Step 1

review lab reports and student performance on mini assessments at biweekly grade level meetings. Monthly department meetings and review of student's lab projects and assessments.

Person or Persons Responsible

Science Department head and LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014 Biology EOC

Plan to Monitor Fidelity of Implementation of G14.B2.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Monitor reports and data to monitor fidelity of strategy implementations

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014 Biology EOC

Plan to Monitor Effectiveness of G14.B2.S2

conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed. Monitor reports and data to monitor fidelity of strategy implementations.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule

bi weekly

Evidence of Completion

Formative Assessment- Student work and mini assessments. District baseline data and school based assessments Achieves Biology Computer Assessment Summative Assessment- 2014 Biology EOC

G15. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 9th -12th while providing a rigorous and challenging program.

G15.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

G15.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , Mathematics State and National Competitions, Fairchild Challenge, etc).

Action Step 1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

Begin August 12-16 and meetings quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Facilitator:

STEM Teachers

Participants:

Administrators

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

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G15.B1.S1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

G15.B1.S3 Collaborate with programs in colleges to engage students in hands-on, real-world STEM applications through projects and activities.

Action Step 1

Monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Plan to Monitor Fidelity of Implementation of G15.B1.S3

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G15.B1.S3

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

G15.B1.S6 Participate in AP STEM Grant with College Board to increase minority enrollment in AP Computer Science, AP Statistics, and AP Biology

Action Step 1

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Plan to Monitor Fidelity of Implementation of G15.B1.S6

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar.

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Plan to Monitor Effectiveness of G15.B1.S6

monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Person or Persons Responsible

Administrators

Target Dates or Schedule

quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

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.

G6. All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S1 School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

PD Opportunity 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

August 12-16 (Teacher Planning Days)

Evidence of Completion

Formative Assessment: Student's scores on monthly writing assignments. Springboard Embedded assessments Summative: 2014 FCAT Writing Assessment

G9. All students scoring at Achievement Level 3 or above on the 2014 Algebra I EOC Assessment will maintain proficiency.

G9.B2 The area of deficiency for students who scored a Level 4 or above as noted by the 2013 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G9.B2.S1 Utilize technology to provide resources and supplement to students rigor practices in Algebra I and develop enrichment programs such as competitions for advanced students.

PD Opportunity 1

Monitor implementation of strategies and make adjustments to instruction as needed. Conduct grade level meetings to ensure effectiveness and alignment of math program.

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

September 5, September 26, October 25, November 8 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment - Results from the 2014 Algebra I EOC

G12. All students scoring at Achievement Level 3 or above on the 2014 Geometry EOC will increase by 1 percentage point in both areas.

G12.B1 Students scoring at an Achievement level 3 will increase by 1 percentage point to 32%. The area in need of support for students who scored a Level 3 in the 2013 Geometry EOC assessment is Trigonometry and Discrete Mathematics due to limited classroom opportunities to develop exploration and inquiry activities.

G12.B1.S3 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem by using Fathom, Geometers; Sketchpad and webwork.

PD Opportunity 1

monitor implementation of strategies and make adjustments to instruction as needed

Facilitator

Math Department Chair

Participants

Math Teachers

Target Dates or Schedule

September 5, September 26, October 25, November 8, December 12 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student mini assessments and district interim reports. Summative Assessment- Results from the 2014 Geometry EOC

G14. All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points.

G14.B1 Students scoring an achievement level 3 on the 2013 Biology will increase by 2 percentage points to 43%. According to the results of the 2013 Biology EOC, students have difficulty in two Reporting Categories. Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.

G14.B1.S2 Develop DI instruction utilizing Achieves 3000 in Biology to identify weakest performing benchmarks bases on available data.

PD Opportunity 1

Will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards.

Facilitator

Achieves 3000 Representative

Participants

Biology Teachers

Target Dates or Schedule

August 15, 2013, October 25, February 7, April 7 (Teacher Planning Days)

Evidence of Completion

Formative Assessment- Student work and mini assessments. Achieves Biology Computer Assessment District baseline data and school based assessments Summative Assessments- 2014 Biology EOC

G15. Our STEM goal for the 2013-2014 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 9th -12th while providing a rigorous and challenging program.

G15.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students in participating in Project Based learning in STEM. Providing a variety of courses in technology offered to students. An anticipated barrier is providing hands on experience and providing a rigorous program for students.

G15.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation of STEM competitions (i.e. STEM , Mathematics State and National Competitions, Fairchild Challenge, etc).

PD Opportunity 1

will monitor over Science, Mathematics, Career Technical Education, Advance Academics, Curriculum Coach, Science Leader, and STEM teachers. Modify, Implement and Revise action plan and focus calendar

Facilitator

STEM Teachers

Participants

Administrators

Target Dates or Schedule

Begin August 12-16 and meetings quarterly

Evidence of Completion

Formative Assessment- Student assessments and student work Summative Assessments-Student Participation and Competitions for the 2014 school year Classroom Walkthroughs and student work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|---------|
| G6. | All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%. | \$1,000 |
| G14. | All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points. | \$3,800 |
| Total | | \$4,800 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Materials | Evidence-Based Program | Total |
|-----------------|--------------------------|------------------------|---------|
| SACS | \$1,000 | \$0 | \$1,000 |
| Operating funds | \$0 | \$3,800 | \$3,800 |
| Total | \$1,000 | \$3,800 | \$4,800 |

Budget Details

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

G6. All students in grade 10 scoring at or above 3.5 on the 2014 Writing Assessment will increase by 2 percentage points to 84%.

G6.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's lack of support in writing conventions. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes

G6.B1.S1 School wide professional developments covering the use of the writing process and including conventions throughout the curriculum

Action Step 1

will monitor writing centers and analyze pre and post writing test data. Review monthly writing journals and assignments to ensure progress of students. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.

Resource Type

Evidence-Based Materials

Resource

Supplies and materials

Funding Source

SACS

Amount Needed

\$1,000

G14. All students scoring at Level 3 or above on the 2014 Biology EOC will increase by 1 or 2 percentage points.

G14.B1 Students scoring an achievement level 3 on the 2013 Biology will increase by 2 percentage points to 43%. According to the results of the 2013 Biology EOC, students have difficulty in two Reporting Categories. Molecular and Cellular Biology. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.

G14.B1.S2 Develop DI instruction utilizing Achieves 3000 in Biology to identify weakest performing benchmarks bases on available data.

Action Step 1

Will review lab reports and student performance on mini assessments at biweekly grade level meetings. Grade level teams and department meetings to discuss and determine progress towards standards.

Resource Type

Evidence-Based Program

Resource

Differentiated Biology Module. Platform Computer Program

Funding Source

Operating funds

Amount Needed

\$3,800