



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Young Womens Preparatory Academy

1150 SW 1ST ST

Miami, FL 33130

305-575-1200

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

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

67%

Alternative/ESE Center

No

Charter School

No

Minority Rate

88%

School Grades History

2012-13

A

2011-12

A

2010-11

A

2009-10

A

2008-09

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.flisiponline.com>. 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

Young Womens Preparatory Academy

Principal

Concepcion Martinez I

School Advisory Council chair

Albert Lopez

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

Name	Title
Concepcion I. Martinez	Principal
Rose Milian	Lead Teacher
Yaneysi Okyle	Language Arts Department Chair
Kenya Pares	Mathematics Department Chair
Diubel Cruz	Social Studies Department Chair
Laura Fernandez-Lambert	Science Department Chair
Anthony Cabrera	The Arts Department Chair
Cecilia Reverte	AP Department Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

principal -1, UTD steward – 1, teachers – 6, parents – 8, educational support- 2, student – 2, BCR – 3

Involvement of the SAC in the development of the SIP

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

- Assist the school to create and analyze school climate surveys for parents and students
- Approve and monitor the implementation of the SIP

Activities of the SAC for the upcoming school year

We will include the SIP and data reviews on every SAC meeting agendas, document SIP reviews and decisions in EESAC minutes, include SIP on faculty meeting agendas and meet minimum requirements for Five Star Award and meet the non-DA school minimum number of required meetings throughout the 2013-2014 school year.

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

The projected use of school improvement funds includes \$1,749.00 which is allocated for materials and incentives to improve students' performance on the FCAT 2.0 and other State assessments.

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Concepcion Martinez I

Principal

Years as Administrator: 15

Years at Current School: 5

Credentials

BA-Psychology, Master of Science-Social Science Education, Modified Educational Leadership Program, Psychology Certification (Grades 6-12), Social Science (Grades 5-9), Middle Grades Endorsement

Performance Record

2013 – School Grade –
 Rdg. Levels 3-5, 85%
 Math Levels 3-5, 86%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25%- 85%
 Math Imp. of Lowest 25% - 81%
 Rdg. AMO- Yes
 Math AMO- No
 2012 – School Grade- A
 Rdg. Levels 3-5, 89%
 Math Levels 3-5, 89%
 Rdg. Lrg. Gains, 84 points
 Math Lrg. Gains, 93 points
 Rdg. Imp. of Lowest 25%- 89%
 Math Imp. of Lowest 25%- 96%
 Rdg. AMO- Yes
 Math AMO- Yes
 2011 and Earlier
 ‘11 ‘10 ‘09
 School Grades A A A
 High Standards – Rdg 83 85 78
 High Standards – Math 91 89 83
 Lrng Gains-Rdg 69 78 71
 Lrng Gains-Math 91 81 84
 Gains-R- 71 78 63
 Gains-M- 90 83 73

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials	N/A	
Performance Record	NA	

Classroom Teachers

# of classroom teachers	25
# receiving effective rating or higher	24, 96%
# Highly Qualified Teachers	60%
# certified in-field	20, 80%
# ESOL endorsed	4, 16%
# reading endorsed	1, 4%
# with advanced degrees	14, 56%
# National Board Certified	1, 4%
# first-year teachers	0, 0%
# with 1-5 years of experience	3, 12%
# with 6-14 years of experience	15, 60%
# with 15 or more years of experience	7, 28%

Other Instructional Personnel

# of instructional personnel not captured in the sections above	1
# receiving effective rating or higher	(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Our school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school include arranging initial meeting of new teachers with Principal, partnering new teachers with veteran teachers, providing release time to observe other teachers at the school or other schools and hosting monthly recognition of teachers at faculty meetings through peer to peer acknowledgement. All of these strategies will be overseen by the Principal and the Leadership Team.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

Our school will have data-based problem-solving processes in place for the implementation and monitoring of our SIP and MTSS/Rtl structures to address effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. The MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration and teachers through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The goal is to monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and provide levels of support and interventions to students based on data.

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

The school-based leadership team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Principal will ensure commitment and allocate resources-Concepcion I. Martinez
- Lead Teacher will build staff support, internal capacity, and sustainability over time- Rose Milian
- Department Chairs will share the common goal of improving instruction for all students- Yaneysi Okyle, Kenya Pares, Diubel Cruz, Laura Fernandez-Lambert, Anthony Cabrera and Cecilia Reverte
- School counselor and Trust Specialist Team will work to build staff support, internal capacity, and sustainability over time-Isis Gottlieb and Yama Paillere

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

The leadership team will use the following steps to monitor the fidelity of the school's MTSS/Rtl and SIP:

1. Monitor academic and behavioral data evaluating progress by addressing the following important questions: what will all students learn? (curriculum-based on standards), how will we determine if the students have learned? (common assessments), how will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions) and how will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the need of subgroups within the expectations of adequate yearly progress.

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

Data sources and management systems that will be used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive support in reading, mathematics, science, writing and engagement will include:

1. Data to guide instructional decisions and system procedures for all students.
 - Adjust the delivery of curriculum and instruction to meet the specific needs of students
 - Adjust the delivery of behavior management system
 - Adjust the allocation of school-based resources for reading mathematics, science writing and engagement
 - Drive decisions regarding targeted professional development
 - Create student growth trajectories in order to identify and develop interventions of core, supplemental and intensive support
2. Managed data will include the following.
 - Academic grades
 - FAIR assessment
 - Baseline and Interim assessments
 - State/Local Math and Science assessments
 - FCAT 2.0
 - EOC
 - AP Exams
 - School site specific assessments
 - Behavior
 - Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Team climate surveys
 - Attendance
 - Referrals to special education programs

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

The plan to support understanding of the MTSS/Rtl and build capacity in data-based problem solving for staff and parents will include, and is not limited to, the training for all MTSS/Rtl members to understand basic MTSS/Rtl principles and procedures. Also, provide ongoing communication and networking. Members will help create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school and curriculum. The MTSS/Rtl team will support the development and implementation of instructional routines that use complex text and incorporate text dependent questions. MTSS/Rtl team will develop lessons that provide students with opportunities for research and incorporate writing throughout. The District's professional development and support will include training for all administrators in the MTSS/Rtl problem solving, data analysis process, support for school staff to

understand basic MTSS/RtI principles and procedures and providing a network of ongoing support for MTSS/RtI.

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: 10,800

The school will use research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. This will include a school-wide core subject plan, incorporation of skills and strategies learned into the classroom instruction which will contribute to the improvement of every student and an Extended Homeroom/Leadership Period where instructional strategies will be taught school-wide on a weekly basis. Teachers will also utilize the Extended Homeroom/Leadership Period to provide additional academic enrichment/intervention strategies based on the results of the District Interim Assessments and other content specific assessments. Furthermore, after-school tutoring will be offered and teachers will be allowed to collaborate, plan, and engage in professional development.

Strategy Purpose(s)

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

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

Data will be collected on an on-going basis to ensure the effectiveness of supplemental instructional strategies provided to students.

Who is responsible for monitoring implementation of this strategy?

Department Heads, individual subject area teachers and the Literacy Leadership will meet on a bi-monthly basis to determine the effectiveness of the skills and strategies and make adjustments when needed.

Literacy Leadership Team (LLT)

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

Name	Title
Concepcion I. Martinez	Administrator
Cecilia Reverte	AP Department Head
Kenya Pares	Mathematics Department Head
Diubel Cruz	Social Studies Department Head

Name	Title
Anthony Cabrera	The Arts Department Head
Laura Fernandez-Lambert	Science Department Head
Isis Gottlieb	Counselor
Yama Paillere	Counselor
Yaneysi Okyle	Reading Contact
Rose Milian	Lead Teacher
Mindy Fernandez	Special Education personnel
Raquel Semet	School Psychologist
Albert Lopez	Member of Advisory Group and EESAC
Nileny Mussatto	PTSA member
Olga Pellegrino	PTSA member
Kevin Kline	Community stakeholder

How the school-based LLT functions

The school-based LLT's functions will be to meet and:

1. Create reading knowledge within the school and focus on areas of literacy.
2. Represent a cross-section of all members of the school (administrator, grade level or department representative, reading contact, special area teachers, support personnel and community stakeholders).
3. Meet at least once a month.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to:

1. Monitor and adjust the school's academic goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and interventions.
3. Provide levels of support and interventions to students based on data.

Every Teacher Contributes to Reading Instruction

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

The school will ensure that every teacher contributes to the reading improvement of every student. A school-wide reading plan will be developed and all teachers will incorporate skills and strategies learned into their classroom instruction which will contribute to the reading improvement of every student. In addition, during the Extended Homeroom/Leadership Period reading strategies will be taught school-wide on a weekly basis. Teachers will also utilize this period to provide additional reading enrichment/intervention strategies based on the results of the District Interim Assessments. Department Heads will attend District mandated professional development and provide staff with relevant information upon return to ensure everyone is apprised of changes and most recent effective strategies that will contribute to the reading improvement of every student. Teachers will incorporate strategies learned in department meetings within their lessons. Monthly planning time will be made available, in addition to Early Release and Professional Development days to allow teachers to share and learn best practices in reading that can be implemented. The school-wide reading plan will be monitored by the Principal and all Department Chairs to provide ongoing support and gauge the effectiveness of the plan.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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 will incorporate applied and integrated courses to help students see the relationship between subjects and relevance to their future. Through vertical and horizontal articulation, the school's curriculum is aligned to address the students' needs and school goals. The school will hold a meeting in the spring with all future freshman and parents to apprise them of the high school's graduation requirements and the different scholarship opportunities. In the fall of their freshman year the school counselor will meet with each student to develop a graduation plan aligned with the students' interest. Our schedule will be specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on-the-job training in order to connect course subject with future career choices. In addition, the school will offer a multitude of Advanced Placement and Virtual School courses to best meet our students' needs.

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

The school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. Through Student Services and the articulation process students' academic and career planning will be addressed to insure that the students' course of study is tailored toward their academic and career goals. Additionally, colleges and universities will be invited to attend and make presentations to our students along with college tour trips with the junior and senior class.

Strategies for improving student readiness for the public postsecondary level

Strategies for improving student readiness for public postsecondary level based on annual analysis of the High School Feedback Report will be put in place. Based on our High School Feedback Report, 50% of the graduates enrolled in Math courses in Florida in the Fall, Entry Level Math (for Math credit), Intermediate Algebra (for elective credit only) and Advanced Math successfully completed the courses and were below the District levels. Also, the percent of graduates who completed college prep curriculum and the percent of graduates with standard high school diplomas who took the SAT/ACT/CPT and scored at or above college-level cut scores were below the District levels. Possible need of student readiness for the postsecondary level will be addressed through the Students Services articulation process. The school will optimize the schedule to allow for students to receive enrichment, remediation, and time to apply and take assessments such as SAT, ACT, PERT, etc.

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	83%	85%	Yes	84%
American Indian		0%		
Asian		0%		
Black/African American	78%	76%	No	81%
Hispanic	82%	86%	Yes	84%
White	89%	95%	Yes	90%
English language learners	53%	72%	Yes	57%
Students with disabilities		0%		
Economically disadvantaged	77%	82%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	31%	32%
Students scoring at or above Achievement Level 4	184	55%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		85%	87%

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)		<i>[data excluded for privacy reasons]</i>	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	51%

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.		90%	91%

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	100	85%	87%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	93%	86%	No	93%
American Indian		0%		
Asian		0%		
Black/African American	85%	80%	No	87%
Hispanic	93%	87%	No	94%
White	97%	91%	No	97%
English language learners	88%	80%	No	89%
Students with disabilities		0%		
Economically disadvantaged	90%	85%	No	91%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	32%	43%
Students scoring at or above Achievement Level 4	78	45%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		81%	83%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		92%	93%

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	93%	86%	No	93%
American Indian		0%		
Asian		0%		
Black/African American	85%	80%	No	87%
Hispanic	93%	87%	No	94%
White	97%	91%	No	97%
English language learners	88%	80%	No	89%
Students with disabilities		0%		
Economically disadvantaged	90%	85%	No	91%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		84%	86%
Students in lowest 25% making learning gains (EOC)		81%	83%

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.		<i>[data excluded for privacy reasons]</i>	74%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	26%	27%
Students scoring at or above Achievement Level 4	50	66%	66%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	28%	28%
Students scoring at or above Achievement Level 4	36	72%	72%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	28%	32%
Students scoring at or above Achievement Level 4	15	20%	22%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	52%	52%
Students scoring at or above Achievement Level 4	21	44%	44%

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)	5		100
Participation in STEM-related experiences provided for students	250	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	5	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	43	98%	99%
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 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	4%	3%
Students who fail a mathematics course	16	6%	5%
Students who fail an English Language Arts course	13	5%	4%
Students who fail two or more courses in any subject	10	4%	3%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	4%	3%
Students in ninth grade with one or more absences within the first 20 days	9	19%	18%
Students in ninth grade who fail two or more courses in any subject	7	14%	13%
Students with grade point average less than 2.0	1	1%	1%
Students who fail to progress on-time to tenth grade	1	2%	1%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	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)	21	95%	95%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	17	100%	100%

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

As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events.

The following strategies will be utilized to increase parent participation rate in School-wide activities:

- Use of CoNect Ed messaging system both through E-mail and telephone calls to communicate time and date of meetings in order to address the Anticipated Barrier.
- Post activity calendars on school website and provide hard copies of such to parents.
- Schedule school functions and relate information for upcoming events.

The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies. The process to determine effectiveness will be to collect and monitor sign-in logs tracking parents' participation at School-wide events. The final evaluation tool will include sign-in logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent engagement opportunities offered in the school year	12	100%	100%
Average number of parents in attendance at parent engagement opportunities	123	76%	78%
Percent of parents who participated in parent engagement opportunities	123	76%	78%
Percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities	5	35%	36%

Goals Summary

- G1.** The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.
- G2.** The result of the 2013 P.E.R.T. Test was that 90% of students achieved proficiency in Reading. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 91% proficiency.
- G3.** The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.
- G4.** The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.
- G5.** The result of the 2013 High School Math Assessment was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.
- G6.** The result of the 2013 Middle School participation and performance on High School Algebra I EOC was 100% participation and 92% proficiency. Our target goal for 2014 is to maintain 100% participation and reach 93% proficiency.
- G7.** The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.
- G8.** The result of the 2013 Geometry EOC Assessment was that 100% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 100% proficiency.
- G9.** The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.
- G10.** The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.
- G11.** The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.
- G12.** The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.

- G13.** The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.
- G14.** The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.
- G15.** Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.
- G16.** Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.
- G17.** The result of the 2013 data was that 100% of students graduated. Our target goal for the 2013-2014 school year is to maintain 100% graduation rate.
- G18.** The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

Goals Detail

G1. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.

Targets Supported

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

Resources Available to Support the Goal

- The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.
- Incorporate Reading Plus and other technology interventions during Language Arts classes.
- Infuse supplemental readings.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.
- The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.
- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 31% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.
- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 31% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4-Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction and Non-Fiction due to difficulty reading closely to identify key details and words that signal relationships within the text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

- The area of deficiency for students making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.
- The area of deficiency for students making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in building a strong argument to support answers. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to understanding text structures and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty questioning the author and summarizing. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.
- The area of deficiency as noted on the 2013 administration of the CELLA Test was on Listening/ Speaking due to limited opportunities to listen and speak academic English outside the classroom. The result of the 2013 CELLA Test was that 73% of students achieved proficiency in the area of Listening/Speaking. Our target goal for the 2013-2014 school year is to reach 76% proficiency.
- The area of deficiency as noted on the 2013 administration of the CELLA Test was on Reading due to limited opportunities to read in English outside the classroom. The result of the 2013 CELLA Test was that 55% of students achieved proficiency in the area of Reading. Our target goal for the 2013-2014 school year is to reach 60% proficiency.
- The area of deficiency as noted on the 2013 administration of the CELLA Test was on Writing due to limited opportunity to write academic English outside the classroom. The result of the 2013 CELLA Test was that 45% of students achieved proficiency in the area of Writing. Our target goal for the 2013-2014 school year is to reach 51% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test and the 2014 CELLA Test.

G2. The result of the 2013 P.E.R.T. Test was that 90% of students achieved proficiency in Reading. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 91% proficiency.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.
- Use differentiated instruction in all classes to target problem areas.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students not scoring "college ready" as noted on the 2013 administration of the P.E.R.T was on Reading due to difficulty in determining the main idea or essential message in grade-level text or higher text. The result of the 2013 P.E.R.T. Test was that 90% of students achieved proficiency. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 91% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

G3. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- The Literacy Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.
- Monitor student writing utilizing the FCAT 2.0 Writing Rubric in the Language Arts classes.
- Conduct student-teacher writing conferences.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 8th grade FCAT 2.0 Writing Assessment was in conventions due to difficulty rearranging words, sentences and paragraphs to clarify meaning. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.
- The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 10th grade FCAT 2.0 Writing Assessment was in conventions due to inability to create clarity by using a combination of sentence structures to improve sentence fluency. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

G4. The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Differentiate the instruction in all Mathematics classes.
- Implement the use of learning notebooks.

Targeted Barriers to Achieving the Goal

- The area of deficiency for all subgroups as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 86% of students in all subgroups achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.
- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to inability to use problem-solving strategies. The result of the 2013 FCAT 2.0 Math Test was that 32% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 43% proficiency.
- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 32% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 43% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Expressions and Equations due to limited opportunities to engage in enrichment activities where students explain and defend their reasoning. The result of the 2013 FCAT 2.0 Math Test was that 45% of students scored at Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 50% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Geometry and Measurement due to limited opportunities to engage in projects that will help students understand, analyze and make sense of real world application problems. The result of the 2013 FCAT 2.0 Math Test was that 45% of students scored at Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 50% proficiency.
- The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships and Statistics due to inability to use problem-solving strategies. The result of the

2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.

- The area of deficiency for students making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to limited opportunities to model real world situations. The result of the 2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.
- The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/RtI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

G5. The result of the 2013 High School Math Assessment was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

Targets Supported

- Math (High School, High School AMO's)

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Infuse the use of the Florida Achieves website in order to address the Anticipated Barrier.
- Differentiate instruction in Mathematics classes.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Three-Dimensional Geometry due to inability to support mathematical fluency and problem-solving proficiency. The result of the 2013 Geometry EOC Assessment was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 28% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Two-Dimensional Geometry due to inability to solve problems by using and deriving formulas and determining how changes in dimensions affect common geometric figures. The result of the 2013 Geometry EOC Assessment was that 72% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 72% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final Evaluation Tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G6. The result of the 2013 Middle School participation and performance on High School Algebra I EOC was 100% participation and 92% proficiency. Our target goal for 2014 is to maintain 100% participation and reach 93% proficiency.

Targets Supported

- Math (Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Implement the Florida Achieves website during the Mathematics classes.
- Infuse test-taking tips and skills into the curriculum.

Targeted Barriers to Achieving the Goal

- The result of the 2013 Middle School participation on High School Algebra I EOC was 100%. Our target goal for the 2013-2014 school year for Middle School students is to maintain participation at 100%.
- The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the Algebra I EOC assessment was Reporting Category- Polynomials due to difficulty simplifying polynomial expressions. The result of the Algebra I EOC was that 26% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 27% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Algebra I EOC assessment was Reporting Category- Functions, Linear Equations and Inequalities due to limited opportunities to symbolically represent, solve, graph, interpret and analyze data. The result of the Algebra I EOC was that 66% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 66% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

G7. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.
- Differentiate instruction in all Mathematics classes.
- Infuse Florida Achieves website in all Mathematics classes in order to address the Anticipated Barrier.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring unsatisfactory as noted on the 2013 administration of the P.E.R.T was on Math due to difficulty in using mathematical practices that support mathematical fluency and problem-solving proficiency. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

G8. The result of the 2013 Geometry EOC Assessment was that 100% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 100% proficiency.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Infuse the use of the Florida Achieves website in order to address the Anticipated Barrier.
- Differentiate instruction in Mathematics classes.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Three-Dimensional Geometry due to inability to support mathematical fluency and problem-solving proficiency. The result of the 2013 Geometry EOC Assessment was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 28% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Two-Dimensional Geometry due to inability to solve problems by using and deriving formulas and determining how changes in dimensions affect common geometric figures. The result of the 2013 Geometry EOC Assessment was that 72% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 72% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G9. The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.
- Use technological simulations and other science materials during the Leadership/Extended Homeroom period.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Physical Science due to inability to differentiate between properties of matter and differentiate contact forces and forces acting at a distance. The result of the 2013 FCAT 2.0 Science Test was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.
- The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Life Science due to the inability to identify the functions and genetic variations of living organisms. The result of the 2013 FCAT 2.0 Science Test was that 20% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 22% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

G10. The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.

Targets Supported

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

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring at Level 3 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Molecular and Cellular Biology due to the inability to compare cells and biological macromolecules as well as differentiate between its functions. The result of the 2013 Biology EOC Assessment was that 52% of students scored at Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 52% proficiency.
- The area of deficiency for students scoring at or above Level 4 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Classification, Heredity and Evolution due to inability of the students to differentiate the patterns of inheritance and classify organisms. The result of the 2013 Biology EOC Assessment was that 44% of students scored at or above Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 44% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

G11. The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Participate in a variety of STEM related activities outside of school.

Targeted Barriers to Achieving the Goal

- As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for Middle School students were limited due to insufficient enrollment in STEM related competitions. The result of the 2013 STEM data was that that 5 STEM-related experiences were provided to students. Our target goal for the 2013-2014 school year is to achieve 5 or more STEM-related experiences.
- As noted on the analysis of STEM data, the percentage of Middle School students who participated in STEM practices remained at 100%. The result of the 2013 STEM data was that 100% of students participated in STEM related experiences. Our target goal for the 2013-2014 school year is to maintain 100% participation in STEM experiences.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G12. The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Continue to encourage participation in STEM related courses and activities..
- Provide AP strategies in all STEM related AP classes.

Targeted Barriers to Achieving the Goal

- As noted on the analysis of the 2013 STEM data, the number of High School STEM-related experiences provided for students were limited due to insufficient enrollment in STEM related courses. The result of the 2013 STEM data was that 100% of students enrolled in one or more accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment.
- As noted on the analysis of STEM data, the percentage of High School students who engaged in STEM practices and completed these courses remained at 100%. The result of the 2013 STEM data was that 100% of students completed STEM-related courses . Our target goal for the 2013-2014 school year is to maintain 100% completion.
- The area of deficiency for High School students not passing the STEM-related AP Exams as noted on the administration of the 2013 STEM-related AP Exams was on the fundamentals of the subject due to insufficient front-loading of knowledge needed in order to do well on AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams. The result of the 2013 STEM data was that overall, 49% of students achieved proficiency on AP Exams. Our target goal for the 2013-2014 school year is to achieve 55% proficiency.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G13. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Utilize District published lesson plans with assessments in all Civics classes.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Origin and Purpose of Law and Government due to the inability to recognize the influence and development of law on governmental systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 3 to reach 50% proficiency on the Civics EOC.
- The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Roles, Rights and Responsibilities of Citizens due to the inability to recognize how individual rights shape involvement in the social, political and economic systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 4 or higher to reach 50% proficiency on the Civics EOC.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

G14. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified strategies.
- Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.
- Utilize District published lesson plans with assessments in all U.S. History classes.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring in middle third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- Global, Military, Political and Economic Challenges due to the inability to analyze the impact and factors that drove United States imperialism. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.
- The area of deficiency for students scoring in upper third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- The United States and the Defense of International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 4 or higher. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

Plan to Monitor Progress Toward the Goal

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

G15. Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified action steps.
- The FCIM will be utilized to monitor student progress and make changes on an as needed basis.
- Covey's Seven Habits of Highly Effective Teens curriculum will be implemented.
- The Big Sister, Little Sister mentoring program will be implemented school-wide.

Targeted Barriers to Achieving the Goal

- The area of deficiency for Middle School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease the number of students who fail a math course, decrease students who fail an English Language Arts course, decrease students who fail two or more courses in any subject, decrease students who receive two or more behavioral referrals and maintain or decrease students who receive one or more behavior referrals that lead to suspension in the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G16. Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified action steps.
- The FCIM will be utilized to monitor student progress and make changes as needed.
- Attend the Girl Talk One-on-One Conference.
- Engage in the Big Sister, Little Sister mentoring program.

Targeted Barriers to Achieving the Goal

- The area of deficiency for High School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease students in ninth grade with one or more absence within the first 20 days, decrease students in ninth grade who fail two or more courses in any subject, maintain or increase students with grade point average less than 2.0, decrease students who fail to progress on-time to tenth grade, decrease students who receive two or more behavioral referrals and decrease students who receive one or more behavioral referrals that lead to suspension in the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G17. The result of the 2013 data was that 100% of students graduated. Our target goal for the 2013-2014 school year is to maintain 100% graduation rate.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- The Leadership Team and Administrative Team will be responsible for monitoring the implementation of the identified action steps.
- The FCIM will be utilized to monitor student progress and make changes as needed.
- Use Student Code of Conduct as a guide.

Targeted Barriers to Achieving the Goal

- Using criteria for the federal uniform graduation rate 100% of students should graduate in 4 years, and 0% of students will in 5 years while 1% of students are at-risk for graduating in 4 years due to not enrolling in tutorial programs and parents not being familiar with the resources available for students to meet graduation requirements. The result of the 2013 data was that 100% of students graduated and 0% dropped out. Our target goal for the 2013-2014 school year is to maintain 100% graduation rate and maintain 0% drop out rate.

Plan to Monitor Progress Toward the Goal

Results in graduation rates will be reviewed to ensure progress is being made and to make adjustments as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The final evaluation will be the percent of graduating students.

G18. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- The Leadership Team, Administrative Team and Student Services Team will be responsible for monitoring the implementation of the identified strategies.
- Collect and monitor sign-in logs tracking parents' participation at School-wide events.
- Provide a variety of means for communication.

Targeted Barriers to Achieving the Goal

- As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

Plan to Monitor Progress Toward the Goal

The process to determine effectiveness will be to collect and monitor sign-in logs tracking parents' participation at School-wide events.

Person or Persons Responsible

The Literacy Leadership Team and Student Services Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The final evaluation tool will include sign-in logs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.

G1.B1 The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.

G1.B1.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as determining the main idea/relevant details and conclusions/inferences in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Facilitator:

Department Heads

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B2 The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.

G1.B2.S1 The student will collect, evaluate and summarize information.

Action Step 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as synthesizing and interpreting information in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B3 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 31% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.

G1.B3.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as determining the main idea/relevant details and conclusions/inferences in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B3.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B4 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 31% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.

G1.B4.S1 The student will collect, evaluate and summarize information.

Action Step 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as synthesizing and interpreting information in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B4.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B5 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4-Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B5.S1 The student will draw conclusions using a variety of techniques.

Action Step 1

Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies with text features that allow for synthesis of information across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Action Step 2

Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Facilitator:

Department Heads

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B5.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B6 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction and Non-Fiction due to difficulty reading closely to identify key details and words that signal relationships within the text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B6.S1 The student will locate and analyze elements of structure in Literature.

Action Step 1

Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies that allow for analysis of character and plot development and character point of view across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Facilitator:

Department Heads

Participants:

Teachers

Action Step 2

Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B6.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B7 The area of deficiency for students making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.

G1.B7.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and engaging students in activities with root words, prefixes, suffixes, synonyms and antonyms during the Language Arts Classes in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B7.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B8 The area of deficiency for students making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in building a strong argument to support answers. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.

G1.B8.S1 The student will collect, evaluate and summarize information.

Action Step 1

Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and analyzing primary and secondary sources in Language Arts Classes in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Facilitator:

Department Heads

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B8.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to understanding text structures and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G1.B9.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on cause and effect, main idea, and compare/contrast in order to address the Reading deficiencies identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Facilitator:

Department Heads

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B9.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B10 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty questioning the author and summarizing. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G1.B10.S1 The student will collect, evaluate and summarize information.

Action Step 1

Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on text features, analyzing/synthesizing/evaluating information in order to address the Reading deficiencies identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G1.B10.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team and MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B11 The area of deficiency as noted on the 2013 administration of the CELLA Test was on Listening/Speaking due to limited opportunities to listen and speak academic English outside the classroom. The result of the 2013 CELLA Test was that 73% of students achieved proficiency in the area of Listening/Speaking. Our target goal for the 2013-2014 school year is to reach 76% proficiency.

G1.B11.S1 The student will receive individual attention and differentiated instruction in order to address the skills identified as the Anticipated Barrier.

Action Step 1

Incorporate teacher-led groups to introduce material, sum-up conclusions made by individual groups, meet the common needs of a large or small group, and provide individual attention or instruction in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

Plan to Monitor Effectiveness of G1.B11.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

G1.B12 The area of deficiency as noted on the 2013 administration of the CELLA Test was on Reading due to limited opportunities to read in English outside the classroom. The result of the 2013 CELLA Test was that 55% of students achieved proficiency in the area of Reading. Our target goal for the 2013-2014 school year is to reach 60% proficiency.

G1.B12.S1 The student will use material that is meaningful and that is clearly related to existing knowledge.

Action Step 1

Plan activities with instruction to provide the relevant context to activate students' knowledge on the topic discussed, therefore increasing comprehension in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

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

The Literacy Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

Plan to Monitor Effectiveness of G1.B12.S1

The Literacy Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

G1.B13 The area of deficiency as noted on the 2013 administration of the CELLA Test was on Writing due to limited opportunity to write academic English outside the classroom. The result of the 2013 CELLA Test was that 45% of students achieved proficiency in the area of Writing. Our target goal for the 2013-2014 school year is to reach 51% proficiency.

G1.B13.S1 The student will write for different purposes.

Action Step 1

Incorporate journal-like diaries that record personal thoughts, feelings, ideas for exploration, and perplexing questions in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

Plan to Monitor Effectiveness of G1.B13.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 CELLA Test.

G2. The result of the 2013 P.E.R.T. Test was that 90% of students achieved proficiency in Reading. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 91% proficiency.

G2.B1 The area of deficiency for students not scoring "college ready" as noted on the 2013 administration of the P.E.R.T was on Reading due to difficulty in determining the main idea or essential message in grade-level text or higher text. The result of the 2013 P.E.R.T. Test was that 90% of students achieved proficiency. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 91% proficiency.

G2.B1.S1 The student will analyze a variety of text structures and understand their impact on meaning.

Action Step 1

Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

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

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

Plan to Monitor Effectiveness of G2.B1.S1

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

G3. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 8th grade FCAT 2.0 Writing Assessment was in conventions due to difficulty rearranging words, sentences and paragraphs to clarify meaning. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1.S1 The student will engage in the writing process.

Action Step 1

Require students to revise for clarity of content, organization, and word choice, as well as, incorporate a selection of sentence variety and sentence combining activities in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Action Step 2

Monitor student writing utilizing the FCAT 2.0 Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Action Step 3

Conduct peer sharing and editing, as well as, student-teacher writing conferences using editor's checklist focusing on correct use of conventions in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Facilitator:

Language Arts Department Head

Participants:

Teachers

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

Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Plan to Monitor Effectiveness of G3.B1.S1

Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

G3.B2 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 10th grade FCAT 2.0 Writing Assessment was in conventions due to inability to create clarity by using a combination of sentence structures to improve sentence fluency. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B2.S1 The student will engage in the writing process.

Action Step 1

Conduct peer sharing and editing, as well as, student-teacher writing conferences using editor's checklist focusing on correct use of conventions in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Action Step 2

Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Action Step 3

Monitor student writing utilizing the FCAT 2.0 Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Facilitator:

Language Arts Department Head

Participants:

Teachers

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

Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

Plan to Monitor Effectiveness of G3.B2.S1

Results of the Pre and Post Writing Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

G4. The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1 The area of deficiency for all subgroups as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 86% of students in all subgroups achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1.S1 The student will develop an understanding of and fluency with multiplication and division of fractions and decimals.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 3

Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Facilitator:

Mathematics Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B2 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to inability to use problem-solving strategies. The result of the 2013 FCAT 2.0 Math Test was that 32% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 43% proficiency.

G4.B2.S1 The student will develop an understanding of and fluency with multiplication and division of fractions and decimals.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 3

Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B3 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 32% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 43% proficiency.

G4.B3.S1 The student will develop an understanding of and apply proportionality, including similarity.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on solving problems involving scale factors using ratio and proportion in a real world context in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 3

Engage in Data Chats/Data Protocol with department head and students in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B3.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B4 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Expressions and Equations due to limited opportunities to engage in enrichment activities where students explain and defend their reasoning. The result of the 2013 FCAT 2.0 Math Test was that 45% of students scored at Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

G4.B4.S1 The student will write, interpret, and use mathematical expressions and equations.

Action Step 1

Use inductive reasoning as an enrichment strategy such as the use of number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers in order to provide students with opportunities to complete more rigorous mathematical equations to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 3

Teachers will engage in Data Chats/Data Protocol with department chairperson and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B4.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B5 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Geometry and Measurement due to limited opportunities to engage in projects that will help students understand, analyze and make sense of real world application problems. The result of the 2013 FCAT 2.0 Math Test was that 45% of students scored at Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

G4.B5.S1 The student will develop an understanding of and use formulas to determine surface areas and volumes of three-dimensional shapes.

Action Step 1

Use inductive reasoning as an enrichment strategy to include comparing, contrasting, and converting units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B5.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B6 The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships and Statistics due to inability to use problem-solving strategies. The result of the 2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.

G4.B6.S1 The student will connect ratio and rates to multiplication and division.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on the use of number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/ Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Facilitator:

Mathematics Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B6.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B7 The area of deficiency for students making learning gains as noted on the 2013 administration of the 7th grade FCAT 2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to limited opportunities to model real world situations. The result of the 2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.

G4.B7.S1 The student will develop an understanding of and apply proportionality, including similarity.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on solving problems involving scale factors using ratio and proportion in a real world context in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/ Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Fidelity of Implementation of G4.B7.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B7.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B8 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.

G4.B8.S1 The student will develop an understanding of and fluency with multiplication and division of fractions and decimals.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics blocks focusing on visual models to explain multiplication and division of fractions in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Fidelity of Implementation of G4.B8.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B8.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.

G4.B9.S1 The student will develop an understanding of and apply proportionality, including similarity.

Action Step 1

Provide differentiated instruction via evidence-based instruction/interventions within the mathematics block focusing on the use of manipulatives to represent negative and positive integers and to develop meanings for integers and related vocabulary and represent and compare quantities with them in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Action Step 2

Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Facilitator:

Mathematics Department Head

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

Plan to Monitor Effectiveness of G4.B9.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team and MTSS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G5. The result of the 2013 High School Math Assessment was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G5.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Three-Dimensional Geometry due to inability to support mathematical fluency and problem-solving proficiency. The result of the 2013 Geometry EOC Assessment was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 28% proficiency.

G5.B1.S1 The student will explain and use formulas for lateral area, surface area, and volume of solids.

Action Step 1

Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 2

Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 3

Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address converting two dimensional shapes into three dimensional models using materials found in the environment in order to address the deficiency identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final Evaluation Tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Plan to Monitor Effectiveness of G5.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final Evaluation Tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G5.B2 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Two-Dimensional Geometry due to inability to solve problems by using and deriving formulas and determining how changes in dimensions affect common geometric figures. The result of the 2013 Geometry EOC Assessment was that 72% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 72% proficiency.

G5.B2.S1 The student will make conjectures and justifications about geometric ideas.

Action Step 1

Students will be provided with opportunities for exploration and inquiry activities to maintain or increase understanding through the use of the Florida Achieves website in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 2

Engage in Data Chats/Data Protocols with department chairpersons and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 3

Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to find the perimeters and areas of composite two-dimensional figures, the use of various tools (on-line and off-line manipulative) will aid the variety of learning styles in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Plan to Monitor Effectiveness of G5.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G6. The result of the 2013 Middle School participation and performance on High School Algebra I EOC was 100% participation and 92% proficiency. Our target goal for 2014 is to maintain 100% participation and reach 93% proficiency.

G6.B1 The result of the 2013 Middle School participation on High School Algebra I EOC was 100%. Our target goal for the 2013-2014 school year for Middle School students is to maintain participation at 100%.

G6.B1.S1 The Middle School student will participate in the administration of the High School Algebra I EOC.

Action Step 1

Create an atmosphere of cooperation and collaboration between students and faculty.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Action Step 2

Offer rigorous high school courses for middle school students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Action Step 3

Increase student test-taking skills during the Leadership/Extended Homeroom Period in order to boost student confidence on EOC administration.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Bi-weekly Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Plan to Monitor Effectiveness of G6.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

G6.B2 The area of deficiency for students scoring a Level 3 as noted on the 2013 administration of the Algebra I EOC assessment was Reporting Category- Polynomials due to difficulty simplifying polynomial expressions. The result of the Algebra I EOC was that 26% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 27% proficiency.

G6.B2.S1 The student will simplify expressions and interpret data.

Action Step 1

Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address the areas of deficiency identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Action Step 2

Engage in opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Action Step 3

Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Action Step 4

Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to practice exploring slopes, graphs, and tables of linear functions in order to address the skills identified as the Anticipated Barrier. .

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

Plan to Monitor Effectiveness of G6.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Algebra I EOC.

G6.B3 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Algebra I EOC assessment was Reporting Category- Functions, Linear Equations and Inequalities due to limited opportunities to symbolically represent, solve, graph, interpret and analyze data. The result of the Algebra I EOC was that 66% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 66% proficiency.

G6.B3.S1 The student will practice exploring slopes, graphs, and tables of linear functions.

Action Step 1

Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to practice exploring slopes, graphs, and tables of linear functions to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline Assessments and Interim Assessments, Summative Assessments: Results from 2014 Algebra EOC.

Action Step 2

Provide opportunities for exploration and inquiry activities to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline Assessments and Interim Assessments, Summative Assessments: Results from 2014 Algebra EOC.

Action Step 3

Engage in Data Chats/Data Protocols with department chairpersons and students in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline Assessments and Interim Assessments, Summative Assessments: Results from 2014 Algebra EOC.

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

Results of the Interim Assessments will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline Assessments and Interim Assessments, Summative Assessments: Results from 2014 Algebra EOC.

Plan to Monitor Effectiveness of G6.B3.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline Assessments and Interim Assessments, Summative Assessments: Results from 2014 Algebra EOC.

G7. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1 The area of deficiency for students scoring unsatisfactory as noted on the 2013 administration of the P.E.R.T was on Math due to difficulty in using mathematical practices that support mathematical fluency and problem-solving proficiency. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1.S1 The student will increase engagement in mathematical practices focusing on areas needing review.

Action Step 1

Review previously learned mathematical concepts, provide support to students as they make sense of problems and persevere in solving them and provide context for mathematical exploration and development of student understanding on all areas of the P.E.R.T.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

Facilitator:

Mathematics Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

Plan to Monitor Effectiveness of G7.B1.S1

Results of the Interim Assessments data reports and other college placement tests will be reviewed to ensure progress is being made and to make adjustments to instruction as needed

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

G8. The result of the 2013 Geometry EOC Assessment was that 100% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain 100% proficiency.

G8.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Three-Dimensional Geometry due to inability to support mathematical fluency and problem-solving proficiency. The result of the 2013 Geometry EOC Assessment was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 28% proficiency.

G8.B1.S1 The student will explain and use formulas for lateral area, surface area, and volume of solids.

Action Step 1

Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks to address converting two dimensional shapes into three dimensional models using materials found in the environment in order to address the deficiency identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 2

Provide opportunities for exploration and inquiry activities such as learning notebooks to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 3

Engage in Data Chats/Data Protocol with department chairpersons and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Plan to Monitor Effectiveness of G8.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G8.B2 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 Geometry EOC Assessment was Reporting Category- Two-Dimensional Geometry due to inability to solve problems by using and deriving formulas and determining how changes in dimensions affect common geometric figures. The result of the 2013 Geometry EOC Assessment was that 72% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 72% proficiency.

G8.B2.S1 The student will make conjectures and justifications about geometric ideas.

Action Step 1

Use inductive reasoning as an enrichment strategy to include discovery learning activities and provide students with opportunities to find the perimeters and areas of composite two-dimensional figures, the use of various tools (on-line and off-line manipulative) will aid the variety of learning styles in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 2

Students will be given the opportunities for exploration and inquiry activities to maintain or increase understanding of skills through the use of Florida Achieves website in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Action Step 3

Engage in Data Chats/Data Protocol with department chairperson and students in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

Plan to Monitor Effectiveness of G8.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Geometry EOC.

G9. The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

G9.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Physical Science due to inability to differentiate between properties of matter and differentiate contact forces and forces acting at a distance. The result of the 2013 FCAT 2.0 Science Test was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.

G9.B1.S1 The student will explore and describe the densities of various materials through measurement of their masses and volumes.

Action Step 1

Assist students in classifying substances by their physical properties and identifying the chemical properties of the same by incorporating small lab activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Action Step 2

Provide supplemental instruction using technological simulations and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Facilitator:

Science Department Head

Participants:

Teachers

Action Step 3

Monitor the implementation of reading informational text and writing with a focus on Science vocabulary in order to address the skills identified in as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Plan to Monitor Effectiveness of G9.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

G9.B2 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Life Science due to the inability to identify the functions and genetic variations of living organisms. The result of the 2013 FCAT 2.0 Science Test was that 20% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 22% proficiency.

G9.B2.S1 The student will investigate and explain the components of the scientific theory of cells (cell theory).

Action Step 1

Provide supplemental enrichment instruction using technology and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Action Step 2

Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Facilitator:

Science Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

Plan to Monitor Effectiveness of G9.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

G10. The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.

G10.B1 The area of deficiency for students scoring at Level 3 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Molecular and Cellular Biology due to the inability to compare cells and biological macromolecules as well as differentiate between its functions. The result of the 2013 Biology EOC Assessment was that 52% of students scored at Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 52% proficiency.

G10.B1.S1 The student will describe the scientific theory of cells (cell theory), and relate the history of its discovery to the process of science.

Action Step 1

Practice synthesizing and interpreting scientific information in order to address the Anticipated Barrier

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Action Step 2

Adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides and utilize the Biology Item Specifications strategies in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Action Step 3

Utilize diagrams, bell ringers, and charts that describe the process of Molecular and Cellular Biology and have students practice those benchmarks through hands-on laboratories activities, Gizmos, FCAT Explorer, Focus and whole group instruction in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Facilitator:

Science Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Plan to Monitor Effectiveness of G10.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

G10.B2 The area of deficiency for students scoring at or above Level 4 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Classification, Heredity and Evolution due to inability of the students to differentiate the patterns of inheritance and classify organisms. The result of the 2013 Biology EOC Assessment was that 44% of students scored at or above Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 44% proficiency.

G10.B2.S1 The student will explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

Action Step 1

Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variation in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes in our human genome and genetic make-up in today's science world in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Facilitator:

Science Department head

Participants:

Teachers

Action Step 2

Utilize the Biology Item Specifications strategies to provide instructional strategies for promoting rigor in the classroom through laboratory investigations and opportunities for students to participate in enrichment activities in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

Plan to Monitor Effectiveness of G10.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

G11. The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.

G11.B1 As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for Middle School students were limited due to insufficient enrollment in STEM related competitions. The result of the 2013 STEM data was that that 5 STEM-related experiences were provided to students. Our target goal for the 2013-2014 school year is to achieve 5 or more STEM-related experiences.

G11.B1.S1 The student will engage in STEM related competitions.

Action Step 1

Provide opportunities to engage in SECME Olympiad, Science Brain Bowl and Dream in Green competition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Action Step 2

Continue to participate in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Action Step 3

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Facilitator:

Teachers

Participants:

Teachers

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

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Plan to Monitor Effectiveness of G11.B1.S1

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G11.B2 As noted on the analysis of STEM data, the percentage of Middle School students who participated in STEM practices remained at 100%. The result of the 2013 STEM data was that 100% of students participated in STEM related experiences. Our target goal for the 2013-2014 school year is to maintain 100% participation in STEM experiences.

G11.B2.S1 The student will participate in STEM related activities/competitions.

Action Step 1

Continue to participate in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Action Step 2

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Plan to Monitor Effectiveness of G11.B2.S1

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G12. The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.

G12.B1 As noted on the analysis of the 2013 STEM data, the number of High School STEM-related experiences provided for students were limited due to insufficient enrollment in STEM related courses. The result of the 2013 STEM data was that 100% of students enrolled in one or more accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment.

G12.B1.S1 The student will enroll in one or more accelerated STEM-related courses.

Action Step 1

Provide opportunities to engage in SECME Olympiad, Science Brain Bowl and Dream in Green competition.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Action Step 2

Continue to encourage participation in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Facilitator:

Teachers

Participants:

Teachers

Action Step 3

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

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

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Plan to Monitor Effectiveness of G12.B1.S1

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G12.B2 As noted on the analysis of STEM data, the percentage of High School students who engaged in STEM practices and completed these courses remained at 100%. The result of the 2013 STEM data was that 100% of students completed STEM-related courses . Our target goal for the 2013-2014 school year is to maintain 100% completion.

G12.B2.S1 The student will complete STEM-related courses.

Action Step 1

Continue to encourage participation in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Action Step 2

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

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

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

Plan to Monitor Effectiveness of G12.B2.S1

Results of the Interim Assessments data reports and will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Interim Assessments and competition results Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G12.B3 The area of deficiency for High School students not passing the STEM-related AP Exams as noted on the administration of the 2013 STEM-related AP Exams was on the fundamentals of the subject due to insufficient front-loading of knowledge needed in order to do well on AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams. The result of the 2013 STEM data was that overall, 49% of students achieved proficiency on AP Exams. Our target goal for the 2013-2014 school year is to achieve 55% proficiency.

G12.B3.S1 The student will receive extensive front-loading knowledge needed to achieve a passing score on STEM-related AP exam.

Action Step 1

Create and implement a review of the fundamental foundations of each AP course.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and timed mock AP exams, Summative Assessments: Results from the 2014 AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams.

Action Step 2

Emphasize scientific writing on free response questions and allow for multiple opportunities to practice.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and timed mock AP exams, Summative Assessments: Results from the 2014 AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams.

Action Step 3

Provide supplemental instruction using technological simulations to address the areas of deficiencies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and timed mock AP exams, Summative Assessments: Results from the 2014 AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams.

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

Results of in class exams will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and timed mock AP exams, Summative Assessments: Results from the 2014 AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams.

Plan to Monitor Effectiveness of G12.B3.S1

Results of in class exams will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and timed mock AP exams, Summative Assessments: Results from the 2014 AP Biology, AP Chemistry, AP Environmental Science and AP Calculus exams.

G13. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.

G13.B1 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Origin and Purpose of Law and Government due to the inability to recognize the influence and development of law on governmental systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 3 to reach 50% proficiency on the Civics EOC.

G13.B1.S1 The student will demonstrate an understanding of the origins and purposes of government, law, and the American political system.

Action Step 1

Demonstrate an understanding of the origins and purposes of government, law, and the American political system through the use of primary source documents in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

Facilitator:

Social Studies Department Head

Participants:

Teachers

Action Step 2

Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks as well as the Civics Toolbox. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

Plan to Monitor Effectiveness of G13.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

G13.B2 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Roles, Rights and Responsibilities of Citizens due to the inability to recognize how individual rights shape involvement in the social, political and economic systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 4 or higher to reach 50% proficiency on the Civics EOC.

G13.B2.S1 The student will evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.

Action Step 1

Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

Action Step 2

Provide students with enrichment activities allowing opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

Facilitator:

Social Studies Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

Plan to Monitor Effectiveness of G13.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

G14. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.

G14.B1 The area of deficiency for students scoring in middle third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- Global, Military, Political and Economic Challenges due to the inability to analyze the impact and factors that drove United States imperialism. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B1.S1 The student will analyze the major factors that drove United States imperialism.

Action Step 1

Introduce historical documents and other relevant stimuli in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Action Step 2

Determine the cause and effect relationship between key events in the Americas and their influence on the spread of imperialism.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Action Step 3

Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Facilitator:

Social Studies Department Head

Participants:

Teachers

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Plan to Monitor Effectiveness of G14.B1.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

G14.B2 The area of deficiency for students scoring in upper third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- The United States and the Defense of International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 4 or higher. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B2.S1 The student will examine causes, course, and consequences of World War II on the United States and the world.

Action Step 1

Introduce historical documents and other relevant stimuli in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Action Step 2

Evaluate the social, political and economic impact of the United States foreign policy as it relates to the world.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Facilitator:

Social Studies Department Head

Participants:

Teachers

Action Step 3

Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

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

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

Plan to Monitor Effectiveness of G14.B2.S1

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

Person or Persons Responsible

The Literacy Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Interim Assessments data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed using the FCIM model.

G15. Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.

G15.B1 The area of deficiency for Middle School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease the number of students who fail a math course, decrease students who fail an English Language Arts course, decrease students who fail two or more courses in any subject, decrease students who receive two or more behavioral referrals and maintain or decrease students who receive one or more behavior referrals that lead to suspension in the 2013-2014 school year.

G15.B1.S1 The student will increase their attendance and passing rate in all classes.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Facilitator:

Student Services Department

Participants:

Teachers

Action Step 2

The MTSS/Rtl team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Action Step 3

The Big Sister, Little Sister mentoring program will be implemented to enhance on the academic and affective domain of young ladies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

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

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Plan to Monitor Effectiveness of G15.B1.S1

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G16. Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

G16.B1 The area of deficiency for High School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease students in ninth grade with one or more absence within the first 20 days, decrease students in ninth grade who fail two or more courses in any subject, maintain or increase students with grade point average less than 2.0, decrease students who fail to progress on-time to tenth grade, decrease students who receive two or more behavioral referrals and decrease students who receive one or more behavioral referrals that lead to suspension in the 2013-2014 school year.

G16.B1.S1 The student will increase attendance and passing rate.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Action Step 2

The MTSS/Rtl team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Action Step 3

Student will engage in the Big Sister, Little Sister mentoring program enhancing on academic and affective domain of young ladies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Facilitator:

Student Services Department

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G16.B1.S1

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

Plan to Monitor Effectiveness of G16.B1.S1

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G17. The result of the 2013 data was that 100% of students graduated. Our target goal for the 2013-2014 school year is to maintain 100% graduation rate.

G17.B1 Using criteria for the federal uniform graduation rate 100% of students should graduate in 4 years, and 0% of students will in 5 years while 1% of students are at-risk for graduating in 4 years due to not enrolling in tutorial programs and parents not being familiar with the resources available for students to meet graduation requirements. The result of the 2013 data was that 100% of students graduated and 0% dropped out. Our target goal for the 2013-2014 school year is to maintain 100% graduation rate and maintain 0% drop out rate.

G17.B1.S1 The student will meet all graduation requirements.

Action Step 1

Student services will identify and meet with at-risk students and discuss the Student Progression Plan options and credit-recovery programs and enroll students in respective program(s).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will be the percent of graduating students.

Action Step 2

Student services and administrator will provide parent meetings to inform parents of graduation requirements.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will be the percent of graduating students.

Action Step 3

Student services will monitor enrollment log tracking at-risk students and parent rosters.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will be the percent of graduating students.

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Results in graduation rates will be reviewed to ensure progress is being made and to make adjustments as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will be the percent of graduating students.

Plan to Monitor Effectiveness of G17.B1.S1

Results in graduation rates will be reviewed to ensure progress is being made and to make adjustments as needed using the FCIM model.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

The final evaluation will be the percent of graduating students.

G18. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1 As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1.S1 The parent will receive information through a variety of means.

Action Step 1

Use of CoNect Ed messaging system both through E-mail and telephone calls to communicate time and date of meetings in order to address the Anticipated Barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation tool will include sign-in logs.

Action Step 2

Post activity calendars on school website and provide hard copies of such to parents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation tool will include sign-in logs.

Action Step 3

Schedule school functions and relate information for upcoming events.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation tool will include sign-in logs.

Facilitator:

Parent Academy

Participants:

Teachers

Action Step 4

Parental involvement will include intervention for lowest 25% (FCAT Levels 1 and 2).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will include sign-in logs.

Facilitator:

Parent Academy

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G18.B1.S1

The process to determine effectiveness will be to collect and monitor sign-in logs tracking parents' participation at School-wide events.

Person or Persons Responsible

The Literacy Leadership Team and Student Services Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation tool will include sign-in logs.

Plan to Monitor Effectiveness of G18.B1.S1

The process to determine effectiveness will be to collect and monitor sign-in logs tracking parents' participation at School-wide events.

Person or Persons Responsible

The Literacy Leadership Team and Student Services Team

Target Dates or Schedule

Monthly

Evidence of Completion

The final evaluation tool will include sign-in logs.

Coordination and Integration

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

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

The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The School Homeless Liaisons assigned by the school administrator provides further details on the rights and services of students identified as homeless. This year Project UP-Start has a store for the identified students and families. Students collect toiletries for the store as part of a Silver Knight Project. The Big Sister/Little Sister program in conjunction with Key Club provide over 1700 peanut butter and jelly sandwiches to the residents at Camillus, a local residence and advocacy center for the homeless community. In addition, food donations are provided to the Chapman House. National Honor Society collects canned foods for Lotus House, a local shelter for women. National Honor Society works in conjunction with Florida Educators of America to provide free tutoring services to families that are under the auspices of Carrfour, a local organization that helps to provide housing for homeless families. Furthermore, students engage in field trips to the University of Miami on Homeless Awareness Day. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. A grant was written as part of the on-the-go breakfast program. The school hosts Health Fair Week where different healthcare professional come and speak to the students about wellness and nutrition. In addition to these services, Young Women's Preparatory Academy provides assistance to ensure students requiring additional remediation are assisted through extended learning opportunities during the Extended Homeroom/Leadership Period and during the after-school program. Support services are provided to the school, student, and families through our Student Services Department. Teachers, parents and counselors schedule meetings and activities and encourage parents to support their child's education. In these meetings/activities they provide materials and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards. They identify and analyze existing literature on scientifically based curriculum assessment and intervention approaches. Curriculum Coaches along with the Student Services Department determine the "at risk" students and assist in the design and implementation for progress monitoring, data collection, and data analysis.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.

G1.B1 The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.

G1.B1.S1 The student will determine the main idea or essential message in grade-level or higher texts.

PD Opportunity 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as determining the main idea/relevant details and conclusions/inferences in order to address the Anticipated Barrier.

Facilitator

Department Heads

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B5 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4-Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B5.S1 The student will draw conclusions using a variety of techniques.

PD Opportunity 1

Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.

Facilitator

Department Heads

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B6 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction and Non-Fiction due to difficulty reading closely to identify key details and words that signal relationships within the text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B6.S1 The student will locate and analyze elements of structure in Literature.

PD Opportunity 1

Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies that allow for analysis of character and plot development and character point of view across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier.

Facilitator

Department Heads

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B8 The area of deficiency for students making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in building a strong argument to support answers. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.

G1.B8.S1 The student will collect, evaluate and summarize information.

PD Opportunity 1

Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and analyzing primary and secondary sources in Language Arts Classes in order to address the skills identified as the Anticipated Barrier.

Facilitator

Department Heads

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G1.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to understanding text structures and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G1.B9.S1 The student will determine the main idea or essential message in grade-level or higher texts.

PD Opportunity 1

Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on cause and effect, main idea, and compare/contrast in order to address the Reading deficiencies identified as the Anticipated Barrier.

Facilitator

Department Heads

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Reading Test.

G3. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 8th grade FCAT 2.0 Writing Assessment was in conventions due to difficulty rearranging words, sentences and paragraphs to clarify meaning. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1.S1 The student will engage in the writing process.

PD Opportunity 1

Conduct peer sharing and editing, as well as, student-teacher writing conferences using editor's checklist focusing on correct use of conventions in order to address the skills identified as the Anticipated Barrier.

Facilitator

Language Arts Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

G3.B2 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 10th grade FCAT 2.0 Writing Assessment was in conventions due to inability to create clarity by using a combination of sentence structures to improve sentence fluency. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B2.S1 The student will engage in the writing process.

PD Opportunity 1

Monitor student writing utilizing the FCAT 2.0 Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.

Facilitator

Language Arts Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Writing Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Writing Assessment.

G4. The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1 The area of deficiency for all subgroups as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 86% of students in all subgroups achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1.S1 The student will develop an understanding of and fluency with multiplication and division of fractions and decimals.

PD Opportunity 1

Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.

Facilitator

Mathematics Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B6 The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships and Statistics due to inability to use problem-solving strategies. The result of the 2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.

G4.B6.S1 The student will connect ratio and rates to multiplication and division.

PD Opportunity 1

Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/ Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.

Facilitator

Mathematics Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G4.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.

G4.B9.S1 The student will develop an understanding of and apply proportionality, including similarity.

PD Opportunity 1

Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.

Facilitator

Mathematics Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Math Test.

G7. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1 The area of deficiency for students scoring unsatisfactory as noted on the 2013 administration of the P.E.R.T was on Math due to difficulty in using mathematical practices that support mathematical fluency and problem-solving proficiency. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1.S1 The student will increase engagement in mathematical practices focusing on areas needing review.

PD Opportunity 1

Review previously learned mathematical concepts, provide support to students as they make sense of problems and persevere in solving them and provide context for mathematical exploration and development of student understanding on all areas of the P.E.R.T.

Facilitator

Mathematics Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 P.E.R.T. Test.

G9. The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

G9.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Physical Science due to inability to differentiate between properties of matter and differentiate contact forces and forces acting at a distance. The result of the 2013 FCAT 2.0 Science Test was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.

G9.B1.S1 The student will explore and describe the densities of various materials through measurement of their masses and volumes.

PD Opportunity 1

Provide supplemental instruction using technological simulations and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.

Facilitator

Science Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

G9.B2 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Life Science due to the inability to identify the functions and genetic variations of living organisms. The result of the 2013 FCAT 2.0 Science Test was that 20% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 22% proficiency.

G9.B2.S1 The student will investigate and explain the components of the scientific theory of cells (cell theory).

PD Opportunity 1

Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios in order to address the skills identified as the Anticipated Barrier.

Facilitator

Science Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 FCAT 2.0 Science Test.

G10. The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.

G10.B1 The area of deficiency for students scoring at Level 3 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Molecular and Cellular Biology due to the inability to compare cells and biological macromolecules as well as differentiate between its functions. The result of the 2013 Biology EOC Assessment was that 52% of students scored at Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 52% proficiency.

G10.B1.S1 The student will describe the scientific theory of cells (cell theory), and relate the history of its discovery to the process of science.

PD Opportunity 1

Utilize diagrams, bell ringers, and charts that describe the process of Molecular and Cellular Biology and have students practice those benchmarks through hands-on laboratories activities, Gizmos, FCAT Explorer, Focus and whole group instruction in order to address the skills identified as the Anticipated Barrier.

Facilitator

Science Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

G10.B2 The area of deficiency for students scoring at or above Level 4 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Classification, Heredity and Evolution due to inability of the students to differentiate the patterns of inheritance and classify organisms. The result of the 2013 Biology EOC Assessment was that 44% of students scored at or above Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 44% proficiency.

G10.B2.S1 The student will explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

PD Opportunity 1

Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variation in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes in our human genome and genetic make-up in today's science world in order to address the skills identified as the Anticipated Barrier.

Facilitator

Science Department head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District Baseline and Interim Assessments, Summative Assessments: Results from 2014 Biology I EOC.

G11. The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.

G11.B1 As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for Middle School students were limited due to insufficient enrollment in STEM related competitions. The result of the 2013 STEM data was that that 5 STEM-related experiences were provided to students. Our target goal for the 2013-2014 school year is to achieve 5 or more STEM-related experiences.

G11.B1.S1 The student will engage in STEM related competitions.

PD Opportunity 1

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Facilitator

Teachers

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G12. The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.

G12.B1 As noted on the analysis of the 2013 STEM data, the number of High School STEM-related experiences provided for students were limited due to insufficient enrollment in STEM related courses. The result of the 2013 STEM data was that 100% of students enrolled in one or more accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment.

G12.B1.S1 The student will enroll in one or more accelerated STEM-related courses.

PD Opportunity 1

Continue to encourage participation in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Facilitator

Teachers

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments, District Interim Assessments and competition results, Summative Assessments: Results from 2014 EOCs and FCAT 2.0 Tests.

G13. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.

G13.B1 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Origin and Purpose of Law and Government due to the inability to recognize the influence and development of law on governmental systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 3 to reach 50% proficiency on the Civics EOC.

G13.B1.S1 The student will demonstrate an understanding of the origins and purposes of government, law, and the American political system.

PD Opportunity 1

Demonstrate an understanding of the origins and purposes of government, law, and the American political system through the use of primary source documents in order to address the skills identified as the Anticipated Barrier.

Facilitator

Social Studies Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

G13.B2 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Roles, Rights and Responsibilities of Citizens due to the inability to recognize how individual rights shape involvement in the social, political and economic systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 4 or higher to reach 50% proficiency on the Civics EOC.

G13.B2.S1 The student will evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.

PD Opportunity 1

Provide students with enrichment activities allowing opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues in order to address the skills identified as the Anticipated Barrier.

Facilitator

Social Studies Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 Civics EOC.

G14. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.

G14.B1 The area of deficiency for students scoring in middle third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- Global, Military, Political and Economic Challenges due to the inability to analyze the impact and factors that drove United States imperialism. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B1.S1 The student will analyze the major factors that drove United States imperialism.

PD Opportunity 1

Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.

Facilitator

Social Studies Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

G14.B2 The area of deficiency for students scoring in upper third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- The United States and the Defense of International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 4 or higher. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B2.S1 The student will examine causes, course, and consequences of World War II on the United States and the world.

PD Opportunity 1

Evaluate the social, political and economic impact of the United States foreign policy as it relates to the world.

Facilitator

Social Studies Department Head

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include Formative Assessments: Weekly intervention assessments and District assessment, Summative Assessments: Results from 2014 U.S. History EOC.

G15. Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.

G15.B1 The area of deficiency for Middle School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease the number of students who fail a math course, decrease students who fail an English Language Arts course, decrease students who fail two or more courses in any subject, decrease students who receive two or more behavioral referrals and maintain or decrease students who receive one or more behavior referrals that lead to suspension in the 2013-2014 school year.

G15.B1.S1 The student will increase their attendance and passing rate in all classes.

PD Opportunity 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Facilitator

Student Services Department

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G16. Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

G16.B1 The area of deficiency for High School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease students in ninth grade with one or more absence within the first 20 days, decrease students in ninth grade who fail two or more courses in any subject, maintain or increase students with grade point average less than 2.0, decrease students who fail to progress on-time to tenth grade, decrease students who receive two or more behavioral referrals and decrease students who receive one or more behavioral referrals that lead to suspension in the 2013-2014 school year.

G16.B1.S1 The student will increase attendance and passing rate.

PD Opportunity 1

Student will engage in the Big Sister, Little Sister mentoring program enhancing on academic and affective domain of young ladies.

Facilitator

Student Services Department

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Final evaluation tools will include TRUST reports, District Student Case Management reports and attendance reports.

G18. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1 As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1.S1 The parent will receive information through a variety of means.

PD Opportunity 1

Schedule school functions and relate information for upcoming events.

Facilitator

Parent Academy

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation tool will include sign-in logs.

PD Opportunity 2

Parental involvement will include intervention for lowest 25% (FCAT Levels 1 and 2).

Facilitator

Parent Academy

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

The final evaluation will include sign-in logs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.	\$3,749
G3.	The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.	\$6,000
G4.	The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.	\$7,500
G7.	The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.	\$2,500
G9.	The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.	\$5,000
G10.	The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.	\$5,000
G11.	The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.	\$5,000
G12.	The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.	\$20,000
G13.	The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.	\$2,500
G14.	The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.	\$2,500
G15.	Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.	\$500
G16.	Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.	\$500
G18.	The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.	\$1,000
Total		\$61,749

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Technology	Professional Development	Total
Basic Funds	\$400	\$0	\$2,100	\$0	\$0	\$2,500
EESAC Funds	\$0	\$1,749	\$0	\$0	\$0	\$1,749
Magnet Funds	\$0	\$0	\$15,000	\$10,000	\$1,000	\$26,000
Basic Funds and Magnet Funds	\$0	\$10,000	\$0	\$20,000	\$0	\$30,000
Basic funds	\$0	\$1,500	\$0	\$0	\$0	\$1,500
Total	\$400	\$13,249	\$17,100	\$30,000	\$1,000	\$61,749

Budget Details

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

G1. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 85% proficiency.

G1.B1 The area of deficiency for the Blacks subgroup as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading test was that 76% of students in this subgroup achieved proficiency. Our target goal for the 2013-2014 school year is to reach 81% proficiency.

G1.B1.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Incorporate Reading Plus and other technology interventions during Language Arts classes, to improve reading skills such as determining the main idea/relevant details and conclusions/inferences in order to address the Anticipated Barrier.

Resource Type

Evidence-Based Program

Resource

Supplemental Program

Funding Source

Basic Funds

Amount Needed

\$400

G1.B5 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 4-Informational Text and Research Process due to difficulty in understanding the question-answer relationship in text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B5.S1 The student will draw conclusions using a variety of techniques.

Action Step 1

Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies with text features that allow for synthesis of information across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Educational materials and student incentives

Funding Source

EESAC Funds

Amount Needed

\$583

Action Step 2

Implement the Cognitive Complexity Model to enhance the enrichment strategies in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Reading packets and other supplemental materials

Funding Source

Basic Funds

Amount Needed

\$400

G1.B6 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction and Non-Fiction due to difficulty reading closely to identify key details and words that signal relationships within the text. The result of the 2013 FCAT 2.0 Reading Test was that 55% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 55% proficiency.

G1.B6.S1 The student will locate and analyze elements of structure in Literature.

Action Step 1

Infuse supplemental readings with text difficulty while incorporating higher order questioning strategies that allow for analysis of character and plot development and character point of view across all grades and core subject areas in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Reading packets and other supplemental materials

Funding Source

Basic Funds

Amount Needed

\$400

G1.B7 The area of deficiency for students making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to difficulty in comprehending and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.

G1.B7.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and engaging students in activities with root words, prefixes, suffixes, synonyms and antonyms during the Language Arts Classes in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Educational materials and student incentives

Funding Source

EESAC Funds

Amount Needed

\$583

G1.B8 The area of deficiency for students making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty in building a strong argument to support answers. The result of the 2013 FCAT 2.0 Reading Test was that 76% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 78% proficiency.

G1.B8.S1 The student will collect, evaluate and summarize information.

Action Step 1

Provide a variety of student based instructional strategies that include making inferences, drawing conclusions, and analyzing primary and secondary sources in Language Arts Classes in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Reading packets and other supplemental materials

Funding Source

Basic Funds

Amount Needed

\$400

G1.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the High School FCAT 2.0 Reading Test was Reporting Category 2- Reading Application due to understanding text structures and summarizing text. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G1.B9.S1 The student will determine the main idea or essential message in grade-level or higher texts.

Action Step 1

Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on cause and effect, main idea, and compare/contrast in order to address the Reading deficiencies identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Reading packets and other supplemental materials

Funding Source

Basic Funds

Amount Needed

\$400

G1.B10 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the Middle School FCAT 2.0 Reading Test was Reporting Category 4- Informational Text and Research Process due to difficulty questioning the author and summarizing. The result of the 2013 FCAT 2.0 Reading Test was that 85% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G1.B10.S1 The student will collect, evaluate and summarize information.

Action Step 1

Implement a School-wide Reading Instructional Focus Calendar during the Leadership/Extended Homeroom period and through Language Arts classes focusing on text features, analyzing/synthesizing/evaluating information in order to address the Reading deficiencies identified as the Anticipated Barrier.

Resource Type

Other

Resource

Educational materials and student incentives

Funding Source

EESAC Funds

Amount Needed

\$583

G3. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 8th grade FCAT 2.0 Writing Assessment was in conventions due to difficulty rearranging words, sentences and paragraphs to clarify meaning. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B1.S1 The student will engage in the writing process.

Action Step 3

Conduct peer sharing and editing, as well as, student-teacher writing conferences using editor's checklist focusing on correct use of conventions in order to address the skills identified as the Anticipated Barrier.

Resource Type

Technology

Resource

Promethean Boards and LCD bulbs for projectors

Funding Source

Magnet Funds

Amount Needed

\$5,000

G3.B2 The area of deficiency for students scoring at or above 3.5 as noted on the 2013 administration of the 10th grade FCAT 2.0 Writing Assessment was in conventions due to inability to create clarity by using a combination of sentence structures to improve sentence fluency. The result of the 2013 FCAT 2.0 Writing Assessment was that 85% of the students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 87% proficiency.

G3.B2.S1 The student will engage in the writing process.

Action Step 3

Monitor student writing utilizing the FCAT 2.0 Writing Rubric in the Language Arts classes and during the Leadership/Extended Homeroom period in order to address the skills identified as the Anticipated Barrier.

Resource Type

Professional Development

Resource

Department Head lead PD and supplies

Funding Source

Magnet Funds

Amount Needed

\$1,000

G4. The result of the 2013 FCAT 2.0 Math Test was that 86% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1 The area of deficiency for all subgroups as noted on the 2013 administration of the FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships, and Statistics due to difficulty infusing higher order questioning strategies to promote critical, independent and creative thinking for a deeper understanding. The result of the 2013 FCAT 2.0 Math Test was that 86% of students in all subgroups achieved proficiency. Our target goal for the 2013-2014 school year is to reach 93% proficiency.

G4.B1.S1 The student will develop an understanding of and fluency with multiplication and division of fractions and decimals.

Action Step 3

Engage in Data Chats/Data Protocol with department head and students in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Math packets and other supplemental materials

Funding Source

Magnet Funds

Amount Needed

\$2,500

G4.B6 The area of deficiency for students making learning gains as noted on the 2013 administration of the 6th grade FCAT 2.0 Math Test was Reporting Category- Fractions, Ratios, Proportional Relationships and Statistics due to inability to use problem-solving strategies. The result of the 2013 FCAT 2.0 Math Test was that 84% of students made learning gains. Our target goal for the 2013-2014 school year is to reach 86% proficiency.

G4.B6.S1 The student will connect ratio and rates to multiplication and division.

Action Step 2

Implement FCAT Explorer and Cognitive Tutor to improve math skills through the Leadership/ Extended Homeroom period and Mathematics classes in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Math packets and other supplemental materials

Funding Source

Magnet Funds

Amount Needed

\$2,500

G4.B9 The area of deficiency for students in the lowest 25% making learning gains as noted on the 2013 administration of the 7th grade FCAT2.0 Math Test was Reporting Category- Ratios and Proportional Relationships due to inability to infuse prior knowledge to connect previous understandings to new understandings. The result of the 2013 FCAT 2.0 Math Test was that 81% of students in the lowest 25% made learning gains. Our target goal for the 2013-2014 school year is to reach 83% proficiency.

G4.B9.S1 The student will develop an understanding of and apply proportionality, including similarity.

Action Step 2

Utilize School-wide Math Instructional Focus Calendar during the Leadership/Extended Homeroom period and in Math classes differentiating instruction to address the areas of deficiencies identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Math packets and other supplemental materials

Funding Source

Magnet Funds

Amount Needed

\$2,500

G7. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1 The area of deficiency for students scoring unsatisfactory as noted on the 2013 administration of the P.E.R.T was on Math due to difficulty in using mathematical practices that support mathematical fluency and problem-solving proficiency. The result of the 2013 P.E.R.T. was that 71% of students achieved proficiency in Math. Our target goal for the 2013-2014 school year is for our on-time graduates who are college ready to reach 74% proficiency.

G7.B1.S1 The student will increase engagement in mathematical practices focusing on areas needing review.

Action Step 1

Review previously learned mathematical concepts, provide support to students as they make sense of problems and persevere in solving them and provide context for mathematical exploration and development of student understanding on all areas of the P.E.R.T.

Resource Type

Evidence-Based Materials

Resource

Math packets and other supplemental materials

Funding Source

Magnet Funds

Amount Needed

\$2,500

G9. The result of the 2013 FCAT 2.0 Science Test was that 48% of students achieved proficiency. Our target goal for the 2013-2014 school year is to reach 50% proficiency.

G9.B1 The area of deficiency for students scoring at Achievement Level 3 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Physical Science due to inability to differentiate between properties of matter and differentiate contact forces and forces acting at a distance. The result of the 2013 FCAT 2.0 Science Test was that 28% of students scored at Achievement Level 3. Our target goal for the 2013-2014 school year is to reach 32% proficiency.

G9.B1.S1 The student will explore and describe the densities of various materials through measurement of their masses and volumes.

Action Step 2

Provide supplemental instruction using technological simulations and other science materials during the Leadership/Extended Homeroom period to address the areas of deficiencies in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Lab equipment

Funding Source

Basic Funds and Magnet Funds

Amount Needed

\$2,500

G9.B2 The area of deficiency for students scoring at or above Achievement Level 4 as noted on the 2013 administration of the 8th grade FCAT 2.0 Science Test was Reporting Category- Life Science due to the inability to identify the functions and genetic variations of living organisms. The result of the 2013 FCAT 2.0 Science Test was that 20% of students scored at or above Achievement Level 4. Our target goal for the 2013-2014 school year is to reach 22% proficiency.

G9.B2.S1 The student will investigate and explain the components of the scientific theory of cells (cell theory).

Action Step 2

Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Lab equipment

Funding Source

Basic Funds and Magnet Funds

Amount Needed

\$2,500

G10. The result of the 2013 Biology EOC Assessment was that 96% of students achieved proficiency. Our target goal for the 2013-2014 school year is to maintain or increase 96% proficiency.

G10.B1 The area of deficiency for students scoring at Level 3 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Molecular and Cellular Biology due to the inability to compare cells and biological macromolecules as well as differentiate between its functions. The result of the 2013 Biology EOC Assessment was that 52% of students scored at Level 3. Our target goal for the 2013-2014 school year is to maintain or increase 52% proficiency.

G10.B1.S1 The student will describe the scientific theory of cells (cell theory), and relate the history of its discovery to the process of science.

Action Step 3

Utilize diagrams, bell ringers, and charts that describe the process of Molecular and Cellular Biology and have students practice those benchmarks through hands-on laboratories activities, Gizmos, FCAT Explorer, Focus and whole group instruction in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Lab equipment

Funding Source

Basic Funds and Magnet Funds

Amount Needed

\$2,500

G10.B2 The area of deficiency for students scoring at or above Level 4 as noted on the administration of the 2013 Biology I EOC Assessment was Reporting Category- Classification, Heredity and Evolution due to inability of the students to differentiate the patterns of inheritance and classify organisms. The result of the 2013 Biology EOC Assessment was that 44% of students scored at or above Level 4. Our target goal for the 2013-2014 school year is to maintain or increase 44% proficiency.

G10.B2.S1 The student will explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

Action Step 1

Provide a variety of hands-on inquiry based learning opportunities for students to analyze Genetic variation in order to draw appropriate conclusions, apply key instructional concepts and to compare genetic engineering and changes in our human genome and genetic make-up in today's science world in order to address the skills identified as the Anticipated Barrier.

Resource Type

Other

Resource

Lab equipment

Funding Source

Basic Funds and Magnet Funds

Amount Needed

\$2,500

G11. The result of the 2013 STEM data was that 5 experiences were provided to students and 100% participated. Our target goal for the 2013-2014 school year is to provide 5 or more experiences and achieve 100% participation.

G11.B1 As noted on the analysis of the 2013 STEM data, the number of STEM-related experiences provided for Middle School students were limited due to insufficient enrollment in STEM related competitions. The result of the 2013 STEM data was that that 5 STEM-related experiences were provided to students. Our target goal for the 2013-2014 school year is to achieve 5 or more STEM-related experiences.

G11.B1.S1 The student will engage in STEM related competitions.

Action Step 3

Continue to implement school-wide activities that insure all standards are taught with rigor and STEM practices are implemented in the classroom in order to address the skills as the Anticipated Barrier.

Resource Type

Technology

Resource

Promethean Boards and LCD bulbs for projectors

Funding Source

Magnet Funds

Amount Needed

\$5,000

G12. The result of the 2013 STEM data was 100% of students enrolled and 100% of students completed accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment and 100% completion rate.

G12.B1 As noted on the analysis of the 2013 STEM data, the number of High School STEM-related experiences provided for students were limited due to insufficient enrollment in STEM related courses. The result of the 2013 STEM data was that 100% of students enrolled in one or more accelerated STEM-related courses. Our target goal for the 2013-2014 school year is to maintain 100% enrollment.

G12.B1.S1 The student will enroll in one or more accelerated STEM-related courses.

Action Step 2

Continue to encourage participation in District Science Fair opportunities, SECME projects and Fairchild Challenge. Also, continue to offer Science Honors courses.

Resource Type

Technology

Resource

Replacement of chargers and batteries

Funding Source

Basic Funds and Magnet Funds

Amount Needed

\$20,000

G13. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-214 school year is to reach 43% proficiency on the 2014 Civics EOC.

G13.B1 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Origin and Purpose of Law and Government due to the inability to recognize the influence and development of law on governmental systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 3 to reach 50% proficiency on the Civics EOC.

G13.B1.S1 The student will demonstrate an understanding of the origins and purposes of government, law, and the American political system.

Action Step 1

Demonstrate an understanding of the origins and purposes of government, law, and the American political system through the use of primary source documents in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Pre AP and AP packets and other supplemental resources

Funding Source

Magnet Funds

Amount Needed

\$1,250

G13.B2 The area of deficiency for students as noted on the administration of the 2013 Civics District Baseline Assessment and review of course benchmarks was Reporting Category- Roles, Rights and Responsibilities of Citizens due to the inability to recognize how individual rights shape involvement in the social, political and economic systems. The result of the 2013 Civics District Baseline Assessment was that 41% of students achieved proficiency. Our target goal for the 2013-2014 school year is for students scoring a Level 4 or higher to reach 50% proficiency on the Civics EOC.

G13.B2.S1 The student will evaluate the roles, rights, and responsibilities of U.S. citizens, and determine methods of active participation in society, government, and the political system.

Action Step 2

Provide students with enrichment activities allowing opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Pre AP and AP packets and other supplemental resources

Funding Source

Magnet Funds

Amount Needed

\$1,250

G14. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students achieved proficiency. Our target goal for the 2013-2014 school year is to achieve 1% proficiency on the U.S. History EOC Assessment.

G14.B1 The area of deficiency for students scoring in middle third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- Global, Military, Political and Economic Challenges due to the inability to analyze the impact and factors that drove United States imperialism. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 3. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B1.S1 The student will analyze the major factors that drove United States imperialism.

Action Step 3

Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks. This will maximize opportunities for students to master tested content in order to address the skills identified as the Anticipated Barrier.

Resource Type

Evidence-Based Materials

Resource

Pre AP and AP packets and other supplemental resources

Funding Source

Magnet Funds

Amount Needed

\$1,250

G14.B2 The area of deficiency for students scoring in upper third as noted on the administration of the 2013 U.S. History District Baseline Assessment was Reporting Category- The United States and the Defense of International Peace due to the inability to analyze the foreign policy of the United States as it relates to the world. The result of the 2013 U.S. History District Baseline Assessment was that 0% of students scored a Level 4 or higher. Our target goal for the 2013-2014 school year is to reach 1% proficiency on the U.S. History EOC.

G14.B2.S1 The student will examine causes, course, and consequences of World War II on the United States and the world.

Action Step 2

Evaluate the social, political and economic impact of the United States foreign policy as it relates to the world.

Resource Type

Evidence-Based Materials

Resource

Pre AP and AP packets and other supplemental resources

Funding Source

Magnet Funds

Amount Needed

\$1,250

G15. Our goal in Middle School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received one or more referrals.

G15.B1 The area of deficiency for Middle School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease the number of students who fail a math course, decrease students who fail an English Language Arts course, decrease students who fail two or more courses in any subject, decrease students who receive two or more behavioral referrals and maintain or decrease students who receive one or more behavior referrals that lead to suspension in the 2013-2014 school year.

G15.B1.S1 The student will increase their attendance and passing rate in all classes.

Action Step 1

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Resource Type

Other

Resource

Activity material and training for staff

Funding Source

Basic funds

Amount Needed

\$500

G16. Our goal in High School is to increase students attendance by decreasing students who missed 10% or more of the available instructional time, academic failures and students who received two or more referrals.

G16.B1 The area of deficiency for High School students as noted in the 2012-2013 school year student academic development due to insufficient student attendance. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time, decrease students in ninth grade with one or more absence within the first 20 days, decrease students in ninth grade who fail two or more courses in any subject, maintain or increase students with grade point average less than 2.0, decrease students who fail to progress on-time to tenth grade, decrease students who receive two or more behavioral referrals and decrease students who receive one or more behavioral referrals that lead to suspension in the 2013-2014 school year.

G16.B1.S1 The student will increase attendance and passing rate.

Action Step 3

Student will engage in the Big Sister, Little Sister mentoring program enhancing on academic and affective domain of young ladies.

Resource Type

Evidence-Based Materials

Resource

Activity material and training for staff

Funding Source

Basic Funds

Amount Needed

\$500

G18. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1 As noted on previous school-developed surveys parents have limited access to email, which may lead to limited communication with parents, resulting in a partial parental participation in events. The result of the 2013 data was that 76% of parents participated. Our target goal for the 2013-2014 school year is to reach 78% participation.

G18.B1.S1 The parent will receive information through a variety of means.

Action Step 3

Schedule school functions and relate information for upcoming events.

Resource Type

Other

Resource

Activity material and school building expenses

Funding Source

Basic Funds

Amount Needed

\$500

Action Step 4

Parental involvement will include intervention for lowest 25% (FCAT Levels 1 and 2).

Resource Type

Other

Resource

Activity material and school building expenses

Funding Source

Basic Funds

Amount Needed

\$500