2013-2014 SCHOOL IMPROVEMENT PLAN

Archimedean Middle Conservatory

12425 SW 72ND ST
Miami, FL 33183
305-279-6572
http://archimedean.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	53%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	85%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Archimedean Middle Conservatory

Principal
Vasiliki Moysidis, Principal

School Advisory Council chair
Gina Licciardi

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

Name	Title
Rhodia Constantinidou	Mathematics Chair
Vasiliki Moysidis	Principal
Gina Licciardi	Language Arts Chair
Lisa Maldonado	Language Arts Teacher

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
Teachers- 5
Parents- 6
Students- 1

Involvement of the SAC in the development of the SIP

The SAC meets on a quarter basis to discuss the implementation of the SIP at the school site. Parents, faculty, students, and the principal discuss possible strategies to maintain and improve school wide performance in issues ranging from parent involvement to student academics. By using this input, the faculty adjusts the SIP as a live document during the year and makes the necessary changes for the following year to both the curriculum and the SIP document.

Activities of the SAC for the upcoming school year

The SAC will meet to discuss the implementation of funds for the year, the ongoing progress and improvement of the SIP document, school issues and increasing parent involvement in school activities.

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

The school improvement funds are allocated to provide support for the FCAT preparatory materials including Buckle Down books.

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

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

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

Administrators

# of administrators
1

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

Administrator Information:

Vasiliki Moysidis, Principal		
Principal	Years as Administrator: 9	Years at Current School: 10
Credentials	Summa Cum Laude-Educational Specialist in Educational Leadership Degree from FIU-Summa Cum Laude- M.S., Master Degree from UM, Law Degree, Aristotelio University of Greece Professional Certification in Educational Leadership K-12, Professional Certification in Social Sciences 6-12	
Performance Record	2013 – School Grade A Rdg. Proficiency, 95% Math Proficiency, 90% Rdg. Lrg. Gains, 85 points Math Lrg. Gains, 85points Rdg. Imp. of Lowest 25% - 85 points Math Imp. of Lowest 25% - 78 points Rdg. AMO -95% Math AMO-90% 2012 School Grade- A AYP- 100% Rdg. Proficiency, 94% Math Proficiency, 94% Rdg. Lrg. Gains, 80 points Math Lrg. Gains, 93 points Rdg. Imp. of Lowest 25% - 80 points Math Imp. of Lowest 25% - 93 points Rdg. AMO -95% Math AMO-90% 2011 School Grade- A Rdg. Proficiency, 98% Math Proficiency, 96% Rdg. Lrg. Gains, 78 points Math Lrg. Gains, 84points Rdg. Imp. of Lowest 25% - 92 points Math Imp. of Lowest 25% - 90 points 2010 School Grade- A Rdg. Proficiency, 97% Math Proficiency, 95% Rdg. Lrg. Gains, 84 points Math Lrg. Gains, 88 points Rdg. Imp. of Lowest 25% - 88 points Math Imp. of Lowest 25% - 89 points 2009 School Grade- A Rdg. Proficiency, 93% Math Proficiency, 93%	

Rdg. Lrg. Gains, 83 points
Math Lrg. Gains, 87points
Rdg. Imp. of Lowest 25% - 88 points
Math Imp. of Lowest 25% - 89 points

Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers
23

receiving effective rating or higher
23, 100%

Highly Qualified Teachers
96%

certified in-field
22, 96%

ESOL endorsed
3, 13%

reading endorsed
0, 0%

with advanced degrees
9, 39%

National Board Certified
0, 0%

first-year teachers
3, 13%

with 1-5 years of experience
13, 57%

 # with 6-14 years of experience

5, 22%

 # with 15 or more years of experience

2, 9%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

The principal will hire teachers/experts in the subject matter recommended from local universities or by evaluating the resumes of applicants to our school, solicit referrals from current employees, provide professional development and support, assign mentors, and provide weekly meetings and support.

Teacher Mentoring Program/Plan

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

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

The mentoring program focuses on the necessity of supporting new faculty members with one-on-one feedback including strategies used to improve instructional methods and support for extracurricular programs within the particular content area. An experienced faculty member offers better guidance on existing programs and curricula while the newer faculty member can shadow during extracurricular meetings and classroom instruction. For our Science program, Ms. Grattan will mentor Ms. Roche by providing support and guidance through class observations, lesson plan analysis, support for competitions and the Science Fair.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The focus of the team is the continuous improvement of the students and teachers. The team meets once a week to engage in the following activities: discuss data, monitor data at and across grade levels, identify students who need support, collaborate on problem solving, and evaluate the process and implementation of MTSS.

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

Principal, Vasiliki Moysidis: The principal is the instructional leader of the school. She shares the vision of the school with the faculty and ensures that the team implements MTSS, conducts the assessments, implements intervention support and documentation, provides professional development, and communicates with the parents regarding school-based MTSS plans and activities.
Selected general education teachers: Anabel Lopez, Jackie Garcia, Patricio Mendez, Lisset Navarro, Lisa Maldonado: These teachers will provide information about core instruction, participate in student data collection, deliver instruction/intervention for Tier 1 and 2, and provide appropriate instruction according to appropriate levels of individual instruction for all students.
Exceptional Student Education Teacher, Arelys Palacios: These teachers will provide information about core instruction, participate in student data collection, deliver instruction/intervention for Tier 1 and 2, and provide appropriate instruction according to appropriate levels of individual instruction for all students.
Subject Area Department Chairs: Gina Licciardi, Rhodia Constantinidou: Develop, lead, and evaluate school core content standards; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
School Counselor: Christina Berdebes: Serves as part of the Student Support Team and provides counseling and emotional support to the students.
School Psychologist, Teresita Roca: Serves as part of the Student Support Team and provides IQ testing to students who have been recommended for the program.
Technology Specialist, Nicolas Roussi: Develops technology necessary to manage and display data and provides professional development and technical support to teachers and staff regarding data management and display.

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

The MTSS Leadership Team will meet with the School Advisory council and principal to help develop the SIP. The team will provide data, assess academic progress for all levels of students, address emotional and social issues and facilitate the development of differentiated instruction and systemic approach to teaching.

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

The data-based assessments include formative assessments, including Interim Assessments, the results of which are used to adjust classroom instruction through individual and grade-level meetings with faculty members. Student FCAT scores from the previous year are used to generate Intensive Reading instruction classes and Remedial Mathematics groups. Attendance logs and administrative records are also used to inform faculty of student behavior in an effort to increase communication to parents and curb behaviors.
Baseline data: Florida Assessments for Instruction in Reading/Progress Monitoring and Reporting Network (FAIR/PMRN), Florida Comprehensive Assessment Test (FCAT), School-made Assessments
Progress Monitoring: FAIR/PMRN, FCAT Simulation/Practice Tests, district provided and teacher-made tests, CELLA Midyear: Diagnostic school developed tests and assessments for all subject areas
Edusoft is the data management system. ISIS is used to assist in monitoring behavior.

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

Information on MTSS is given in school-wide meetings, faculty meetings, and individual parent meetings scheduled with children in the Intensive or Remedial programs.

Beginning the week before school opens, professional development will be provided to ensure all teachers across grade levels and subject areas have aligned their instruction to include monitoring of progress, struggling students across the board, identification strategies to meet student needs early in the year after diagnostic assessments are given, progress monitoring strategies and assessments to ensure effective measures are used to improve student learning, and cross-curricular and grade level planning to ensure staff communication and development.

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: Weekend Program

Minutes added to school year: 3,000

In order to increase the amount and quality of learning time and help enrich and accelerate curriculum, faculty members offer spring Saturday tutoring to all students, including more focused groups of students who show deficiencies in Reading, Math, Science, and Writing. These students receive small group instruction. In addition, the school provides afterschool and before-school tutoring at least one day a week to supplement classroom learning time. Teachers are encouraged to attend professional development workshops, often on site, dealing with topics such as Socratic seminars and the Common Core State Standards.

Strategy Purpose(s)

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

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

Data is collected at least once quarterly, using formative assessments like Interim Assessments, to measure student progress. The faculty meets in grade-level and subject area meetings to address methods and practices to improve student achievement and/or adjust Intensive and Remedial Instruction.

Who is responsible for monitoring implementation of this strategy?

The principal, Mrs. Vasiliki Moysidis, will function to monitor and help develop the framework for the Literacy Leadership Team; this includes classroom monitoring of the implementation of the Literacy Leadership Team on a monthly basis and collaboration with the Language Arts department chair and teachers on standard practices within the classroom and reading extensions throughout the curriculum.
The Language Arts department chair, Gina Licciardi, will conduct and oversee the process of collecting and implementing data at the student level. She will ensure the implementation of the Literacy Leadership program within each Language Arts classroom using quarterly diagnostic assessments, FAIR results, and alternate assessments discussed within department meetings.
The Language Arts teachers, Lisa Maldonado, Gina Licciardi and Lisset Navarro, will implement tasks and strategies documented within the Literacy Leadership program, monitor and assess students with needs beyond the general curriculum, conduct screening and diagnostic assessments, as well as meet on a weekly basis to determine successes and weaknesses within the Literacy Leadership program.
Other general education teachers, Anabel Lopez, and Rhodia Constantinidou, will aid in the expansion of student literacy into general content area classes beyond Language Arts. They will implement reading strategies within the general content areas and meet on a weekly basis to develop additional Literacy-centered activities to be used in the content areas.

Strategy: Before or After School Program
Minutes added to school year: 3,600

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?

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership Team functions by continuously diagnosing areas of student weakness, finding new ways to target low-achieving students, monitoring the successes and weaknesses of already existing strategies and implementations within the classroom, and developing increased communication and processes to ensure student participation in literacy. The team meets on a weekly basis under the close monitoring of the principal, Mrs. Moysidis, the Language Arts department chair, Gina Licciardi, the Language Arts teachers, Lisa Maldonado, and Lisset Navarro, and other select general education teachers, Anabel Lopez, and Rhodia Constantinidou. These team members work closely together to collaborate and develop an effective literacy program based on student needs and results.

within Language Arts and general education classes, and to ensure direct instruction in the areas of reading strategies, reading comprehension, vocabulary and reading fluency within not only the Language Arts classroom, but also the general education classes in which reading plays a fundamental role.

Another focus will be to encourage participation in the Reading Plus program by students on a daily basis.

The team will also focus on developing successful strategies that reflect the goals of the Literacy Leadership Team and student needs within determined areas of weakness and proposed capability, working closely with school-generated assessments, Reading Plus and the FAIR program.

Another focus will be improving the Remedial Reading program by closely monitoring student responses and successes on an individual and small-group level within targeted instructional reading time by using the Voyager program and additional supplementary materials designed to enhance instruction in Reading Comprehension.

Literacy Leadership Team (LLT)

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

Name	Title
Vasiliki Moysidis	Principal
Lisa Maldonado	Language Arts Teacher
Lisset Navarro	Language Arts Teacher
Anabel Lopez	Social Studies Department Chair
Rhodia Constantinidou	Mathematics Department Chair
Gina Licciardi	Language Arts Chair

How the school-based LLT functions

The Literacy Leadership Team functions by continuously diagnosing areas of student weakness, finding new ways to target low-achieving students, monitoring the successes and weaknesses of already existing strategies and implementations within the classroom, and developing increased communication and processes to ensure student participation in literacy. The team meets on a weekly basis under the close monitoring of the principal, Mrs. Moysidis, the Language Arts department chair, Gina Licciardi, the Language Arts teachers, Lisa Maldonado, and Lisset Navarro, and other select general education teachers, Anabel Lopez, and Rhodia Constantinidou. These team members work closely together to collaborate and develop an effective literacy program based on student needs and results.

Major initiatives of the LLT

The Literacy Leadership Team seeks to meet the AMO and improve performance of the lower 25% of student population.
One major focus will be to initiate cold reads of content area materials on a weekly basis within Language Arts and general education classes, and to ensure direct instruction in the areas of reading strategies, reading comprehension, vocabulary and reading fluency within not only the Language Arts classroom, but also the general education classes in which reading plays a fundamental role.
Another focus will be to encourage participation in the Reading Plus program by students on a daily basis.
The team will also focus on developing successful strategies that reflect the goals of the Literacy Leadership Team and student needs within determined areas of weakness and proposed capability, working closely with school-generated assessments, Reading Plus and the FAIR program.
Another focus will be improving the Remedial Reading program by closely monitoring student responses and successes on an individual and small-group level within targeted instructional reading time by using the Common Core Crosswalk workbook/ program and additional supplementary materials designed to enhance instruction in Reading Comprehension.

Every Teacher Contributes to Reading Instruction

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

The faculty meets biweekly to discuss the progress of students, methods and practices central to increasing student reading comprehension within all of the subject areas. Philosophy, Social Studies, and Science teachers work closely with the Language Arts department to pair mentor texts, articles, and textbook content with the current novel in each respective grade level. The school also offers additional tutoring beginning in January on Wednesdays after school and Saturday mornings to ensure that small group instruction occurs and that student comprehension is a priority for every teacher.
By implementing the programs overseen by the Literacy Leadership Team and MTSS Team, the principal and department chairs will collaborate to ensure that reading strategies will be taught and emphasized on a weekly basis within not only Language Arts classes, but also general education classrooms in which student literacy is fundamental to transmission of state determined materials. Cold reads will be given on a weekly basis in classes such as Social Studies, to ensure comprehension of text. The results of these cold reads and other school-generated assessments will be discussed in weekly LLT and MTSS meetings, in which the principal and respective departments discuss strategies to improve reading comprehension, focusing on student needs on each grade level. This ensures the constant evaluation and adjustment of standard strategies to specific student needs within all general content area classes.

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

College and Career Readiness

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

By participating in academic competitions like Science Olympiad, SECME (Engineering Club), the Science Bowl, the American Math Competition, the Geography Bee, the History Bee, and the Spelling Bee, Archimedean encourages advanced thinking, critical analysis, and specific content-area interests in an effort to further their future paths in each student's challenge and passion. By visiting colleges, having guest speakers, and participating in class trips, the school encourages the individual pursuits and interests of students and exposes them to the outside world.

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 maintains a high level of academic coursework, including high school level mathematics, Algebra 1 and Geometry. By exposing students to Science Olympiad, SECME (Engineering Club), the Science Bowl, the American Math Competition, the Geography Bee, the History Bee, the Spelling Bee, and the organic garden, the school instills in students a passion in their area of interest and opportunities for continued success, growth, and furtherance of their career path.

Strategies for improving student readiness for the public postsecondary level

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	95%	95%	Yes	96%
American Indian				
Asian				
Black/African American				
Hispanic	95%	95%	Yes	96%
White	96%	96%	Yes	96%
English language learners				
Students with disabilities				
Economically disadvantaged	93%	93%	Yes	94%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	25%	26%
Students scoring at or above Achievement Level 4	217	70%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	263	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.			

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	77	97%	98%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	95%	95%	Yes	96%
American Indian				
Asian				
Black/African American				
Hispanic	94%	95%	Yes	95%
White	98%	99%	Yes	99%
English language learners				
Students with disabilities				
Economically disadvantaged	93%	93%	Yes	94%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	25%	30%
Students scoring at or above Achievement Level 4	201	64%	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	263	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	78%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	183	59%	60%
Middle school performance on high school EOC and industry certifications	172	96%	98%

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	95%		No	96%
American Indian				
Asian				
Black/African American				
Hispanic	94%		No	95%
White	98%		No	99%
English language learners				
Students with disabilities				
Economically disadvantaged	93%		No	94%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

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

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	31%	32%
Students scoring at or above Achievement Level 4	70	66%	67%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	31%	32%
Students scoring at or above Achievement Level 4	48	63%	64%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	21%	22%
Students scoring at or above Achievement Level 4	54	69%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	10		11
Participation in STEM-related experiences provided for students	120	40%	42%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	6%	3%
Students who fail a mathematics course	3	1%	0%
Students who fail an English Language Arts course	3	1%	0%
Students who fail two or more courses in any subject	3	1%	0%
Students who receive two or more behavior referrals	19	6%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	25	8%	5%

High School Indicators

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

Graduation

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

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

According to the data many of the parents did not complete the required amount of volunteer hours. Encourage parental participation in all activities by providing constant information and communication between parents and school. The Principal/ AMC Board/ Chief Financial Officer/
PTO Board will monitor the hours through the electronic site of the school Archie and the Archie website hourly log.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased Parental Involvement	372	60%	70%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. For the 2012-2013 school year, 60% of parents were involved in school events. For the 2013-2014 school year, the target goal is to reach 70% of parent involvement in school activities and events.

G2. Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.

G3. For the 2012-2013 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2013-2014 school year. Experiences include Science Olympiad, Brain Bowl, and SECME competitions.

G4. For the 2012-2013 school year, 0% of students have enrolled or participated in a CTE Course.

G5. Based on the 2013 Baseline Civics Exam, 45% of students achieved proficiency. The target for students on the 2014 EOC Civics Test is a proficiency level of 90%.

G6. Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.

G7. Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.

G8. The results of the 2013 Geometry EOC show that 31% of students achieved a level 3 with a target for 2014 of 32% and 62% of students achieved a level 4 and above, with a target 63%.

G9. According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.

G10. During the 2012-2013 school year, 4% of students missed 10% or more instructional time. The number of student absences and tardies, suspensions, and failures will decrease by at least 1% in the 2013-2014 school year.

G11. The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.

G12. On the 2013 Reading FCAT, 25% of students achieved a level 3. The goal is to increase proficiency with a target of 26% for the 2014 Reading FCAT exam.

G13. On the 2013 Reading FCAT, 85% of students have achieved Learning Gains. The goal for the 2014 FCAT Reading test is for 87% of students to achieve learning gains.

G14.   On the 2013 FCAT Reading Exam, 85% of students in the lowest 25% made learning gains. The goal for the 2014 Reading FCAT is for the lowest 25% to achieve 87% learning gains.

G15.   On the 2013 Reading FCAT, 70% of students achieved a level 4-5. The goal is to maintain at 70% of students level 4-5.

G16.   On the 2013 FCAT Writing test, 97% of students achieved a level 3.5 or above. On the 2014 FCAT Writing, the goal is for 97% of students to maintain proficiency.

Goals Detail

G1. For the 2012-2013 school year, 60% of parents were involved in school events. For the 2013-2014 school year, the target goal is to reach 70% of parent involvement in school activities and events.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- According to the data, many of the parents did not complete the required amount of volunteer hours.

Plan to Monitor Progress Toward the Goal

Discuss parent involvement in faculty meetings and EESAC Meetings to ensure that the communication level is strong.

Person or Persons Responsible
Faculty; Principal

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
Attendance log.

G2. Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- Buckle Down Science workbooks; textbooks

Targeted Barriers to Achieving the Goal
- One area of deficiency according the most recent data is Nature of Science. Students also need additional support to develop independent projects.

Plan to Monitor Progress Toward the Goal

By monitoring student data and visiting classrooms, principal will monitor progress and ensure strategies are used that encourage student comprehension.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student data on interim assessments

G3. For the 2012-2013 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2013-2014 school year. Experiences include Science Olympiad, Brain Bowl, and SECME competitions.

Targets Supported
- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Vex Robotics, Materials for preparing for academic exams, All materials necessary for the building events

Targeted Barriers to Achieving the Goal
- It is challenging to find time in addition to the rigorous curriculum to address the competitions. Therefore, participation has dwindled due to lack of student time.

Plan to Monitor Progress Toward the Goal

Monitoring student workshops after school and discussing with students the level of comprehension and progress towards projects and goals.

Person or Persons Responsible
Science Leadership Team; Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student projects

G4. For the 2012-2013 school year, 0% of students have enrolled or participated in a CTE Course.

Targets Supported
- CTE

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- There are no certified teachers for CTE Courses.

Plan to Monitor Progress Toward the Goal

Principal will ensure quarterly teacher-led meetings occur in which the topic of CTE is addressed directly. Monitor lesson plans to ensure inclusion

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Lesson Plans; faculty meeting logs

G5. Based on the 2013 Baseline Civics Exam, 45% of students achieved proficiency. The target for students on the 2014 EOC Civics Test is a proficiency level of 90%.

Targets Supported
- Civics EOC

Resources Available to Support the Goal
- Civics textbooks; primary sources

Targeted Barriers to Achieving the Goal
- Although students have had many opportunities to engage in discussions and debates about relevant social, political, and economic issues, the depth of the research and intensity of the debates has been limited.

Plan to Monitor Progress Toward the Goal

Social studies teachers will meet to discuss student data on classroom teacher-generated tests and interim data.

Person or Persons Responsible
Social studies teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; interim assessments

G6. Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Buckle Down workbooks: Math, Algebra I and Geometry Levels. Multimedia projectors. Math textbooks.

Targeted Barriers to Achieving the Goal

- According to the 2013 Algebra I EOC Exam, the area of greatest difficulty for students at level 3 (31%) was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.
- According to the results of the 2013 Algebra 1 EOC, the area of greatest difficulty for students levels 4 and above (62%) was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Monitor student data, analyze lesson plans, and meet with faculty to discuss results.

Person or Persons Responsible

Principal; Mathematics Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student data; lesson plans

G7. Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.

Targets Supported

- Math (Elementary and Middle School)

Resources Available to Support the Goal

- Buckle Down workbooks: Math, Algebra I and Geometry Levels. Multimedia projectors. Math textbooks.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT Mathematics exam, 89% of Hispanic students made AMO. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics.
- On the 2013 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics.

Plan to Monitor Progress Toward the Goal

Analyze student data, monitor lesson plans and discuss in faculty meetings.

Person or Persons Responsible
Principal; mathematics chair

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; lesson plans

G8. The results of the 2013 Geometry EOC show that 31% of students achieved a level 3 with a target for 2014 of 32% and 62% of students achieved a level 4 and above, with a target 63%.

Targets Supported
- Math ()
- Geometry EOC

Resources Available to Support the Goal
- Buckle Down workbooks: Math, Algebra I and Geometry Levels. Multimedia projectors. Math textbooks.

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Geometry EOC, 31% of students achieved Level 3 and in order to achieve the target of 2014 Geometry EOC of 32%, the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry, must be addressed.
- According to the results of the 2013 Geometry EOC, 62% of students achieved Level 4 and above and in order to achieve the target of 2014 Geometry EOC of 63%, the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry, must be addressed.

Plan to Monitor Progress Toward the Goal

Discuss student data, evaluate lesson plans and discuss student progress.

Person or Persons Responsible
Principal; Mathematics Chair and teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; lesson plans

G9. According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Buckle Down workbooks: Math, Algebra I and Geometry Levels. Multimedia projectors. Math textbooks.

Targeted Barriers to Achieving the Goal

- The area of deficiency is Number: operations, problem and statistics.

- According to the results of the 2013 Algebra 1 EOC, the area of greatest difficulty for students was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Discuss student data, observe classrooms, monitor lesson plans, and discuss performance.

Person or Persons Responsible

Mathematics teachers, Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student data, lesson plans

G10. During the 2012-2013 school year, 4% of students missed 10% or more instructional time. The number of student absences and tardies, suspensions, and failures will decrease by at least 1% in the 2013-2014 school year.

Targets Supported

- EWS

- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- One area of deficiency according to the data has been that students arrive late to school and that students have excessive absences. Another has been that a number of students disrupt the class and the learning environment. Students have also been disruptive in the hallways during recess and lunch. There have been some students to fail a mathematics and/or a Language Arts course. In the 2012-2013 school year, 4% of students missed more than 10% of instructional time. The goal is to reduce this to 3% in the 2013-2014 school year. For the 2013-2014 school year, 4% of students have received two or more behavioral referrals. 5% of students received one or more behavior referrals that led to suspension.

Plan to Monitor Progress Toward the Goal

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

Person or Persons Responsible
Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Attendance log; electronic gradebook

G11. The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.

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

Resources Available to Support the Goal
- Teacher-created materials; supplemental articles; cross-curricular planning time

Targeted Barriers to Achieving the Goal
- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2013 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2014 Reading FCAT is a proficiency level of 96%.

Plan to Monitor Progress Toward the Goal

Evaluate student data, monitor lesson plans, discuss student performance.

Person or Persons Responsible
Principal, LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; lesson plans

G12. On the 2013 Reading FCAT, 25% of students achieved a level 3. The goal is to increase proficiency with a target of 26% for the 2014 Reading FCAT exam.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- Teacher-created materials; Voyager; supplemental articles; cross-curricular planning time

Targeted Barriers to Achieving the Goal
- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

Plan to Monitor Progress Toward the Goal

Discuss student data, evaluate lesson plans, discuss student performance.

Person or Persons Responsible
Principal, Literacy Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data

G13. On the 2013 Reading FCAT, 85% of students have achieved Learning Gains. The goal for the 2014 FCAT Reading test is for 87% of students to achieve learning gains.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal
- Teacher-created materials; Voyager; supplemental articles; cross-curricular planning time

Targeted Barriers to Achieving the Goal
- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

Plan to Monitor Progress Toward the Goal

Evaluate student data, monitor lesson plans, discuss student performance.

Person or Persons Responsible
Principal, LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; lesson plans

G14. On the 2013 FCAT Reading Exam, 85% of students in the lowest 25% made learning gains. The goal for the 2014 Reading FCAT is for the lowest 25% to achieve 87% learning gains.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal
- Teacher-created materials; Voyager; supplemental articles; cross-curricular planning time

Targeted Barriers to Achieving the Goal
- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

Plan to Monitor Progress Toward the Goal

Evaluate student data, monitor lesson plans, discuss student performance.

Person or Persons Responsible
Principal, LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data; lesson plans

G15. On the 2013 Reading FCAT, 70% of students achieved a level 4-5. The goal is to maintain at 70% of students level 4-5.

Targets Supported
- Reading (FCAT2.0)

Resources Available to Support the Goal
- School library; Classroom dictionaries and other reference materials. Prestwick House Latin and Greek Vocabulary books.

Targeted Barriers to Achieving the Goal
- The students lack the reference and research skills needed to become successful readers. More enrichment activities need to be provided.

Plan to Monitor Progress Toward the Goal

Discuss student data, evaluate lesson plans, discuss student performance.

Person or Persons Responsible
Principal, LLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data

G16. On the 2013 FCAT Writing test, 97% of students achieved a level 3.5 or above. On the 2014 FCAT Writing, the goal is for 97% of students to maintain proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Mentor texts

Targeted Barriers to Achieving the Goal

- The area of deficiency indicated by the 2013 FCAT Writing Assessment was in conventions.

Plan to Monitor Progress Toward the Goal

By monitoring lesson plans, discussing student data and performance.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Student data; Baseline Writing Test; Teacher-made tests; Portfolio of student work.
Summative: 2014 FCAT Writing test Lesson Plans

Action Plan for Improvement

Problem Solving Key

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

G1. For the 2012-2013 school year, 60% of parents were involved in school events. For the 2013-2014 school year, the target goal is to reach 70% of parent involvement in school activities and events.

G1.B1 According to the data, many of the parents did not complete the required amount of volunteer hours.

G1.B1.S1 Provide opportunities for the parents to complete the volunteer hours and inform parents about the completed hours by providing an electronic report each grading period.

Action Step 1

Closely monitor parental involvement through the log and actively communicate through the archie website to inform parents of more volunteer opportunities.

Person or Persons Responsible

PTO and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Newsletter; parent hourly sign-in log

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

Monitor the hours through the electronic site of the school Archie.

Person or Persons Responsible

AMC Board

Target Dates or Schedule

Monthly

Evidence of Completion

Archie hourly log and sign-in log

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the hours through the electronic site of the school Archie.

Person or Persons Responsible

AMC Board

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in log and website log

G2. Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.

G2.B1 One area of deficiency according the most recent data is Nature of Science. Students also need additional support to develop independent projects.

G2.B1.S1 Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed.

Action Step 1

Science teachers will attend professional development opportunities to enhance science instruction. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student data; professional development log

Facilitator:

District

Participants:

Science teachers

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

The Science Leadership Team and the Principal will monitor progress by reviewing the results of school-site assessment data to monitor student progress and adjust instruction.

Person or Persons Responsible

Science Leadership Team and Principal

Target Dates or Schedule

Biweekly; Quarterly

Evidence of Completion

. Formative: School-site bi-weekly assessments. Summative: 2014 FCAT

Plan to Monitor Effectiveness of G2.B1.S1

By reviewing student data analysis/Interim Assessments, principal will ensure science teachers are implementing strategies that address student comprehension. By also visiting classrooms and observing instruction quarterly.

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data

G3. For the 2012-2013 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2013-2014 school year. Experiences include Science Olympiad, Brain Bowl, and SECME competitions.

G3.B1 It is challenging to find time in addition to the rigorous curriculum to address the competitions. Therefore, participation has dwindled due to lack of student time.

G3.B1.S1 Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed.

Action Step 1

Science teachers will meet to discuss ways to enhance science instruction for competitions. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Competitions

Evidence of Completion

Student ranking in competitions; state ranking

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

The Science Leadership Team will meet to discuss results of after school workshops and competitions.

Person or Persons Responsible

Science Leadership Team

Target Dates or Schedule

Biweekly; Quarterly

Evidence of Completion

Competition results

Plan to Monitor Effectiveness of G3.B1.S1

By monitoring student progress in projects and competitions, science teachers will determine correct mode of individual attention and group attention.

Person or Persons Responsible

Science Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student results in competitions

G4. For the 2012-2013 school year, 0% of students have enrolled or participated in a CTE Course.

G4.B1 There are no certified teachers for CTE Courses.

G4.B1.S1 By making students aware of the relevance of CTE in their curriculum and futures, teachers will align their curricula to meet CTE standards and make changes that incorporate technology into the classroom. This will promote real-world learning experiences through the use of technology, and incorporate cooperative learning. By including CTE opportunities within the class, teachers will address CTE concerns while still maintaining a rigorous curriculum. Due to the academic rigor of the school, there is no time left in the schedule to offer direct CTE courses.

Action Step 1

Expose teachers to educational opportunities to enhance student experiences with regards to Career and Technical Education. Provide opportunities for college and career visits to expose students to the experiences and tie the content to classroom instruction.

Person or Persons Responsible

Content area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

College/career visits; educational field trips.

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

By monitoring the frequency of college and career visits and field trips tied to educational and future-related content, the principal will ensure the inclusion of CTE in the general curriculum

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

School field trips; college/career visits

Plan to Monitor Effectiveness of G4.B1.S1

Tie visits and field trips to educational content within the classroom. Meet quarterly to discuss content area inclusion of CTE within the classroom

Person or Persons Responsible

Department heads

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans

G5. Based on the 2013 Baseline Civics Exam, 45% of students achieved proficiency. The target for students on the 2014 EOC Civics Test is a proficiency level of 90%.

G5.B1 Although students have had many opportunities to engage in discussions and debates about relevant social, political, and economic issues, the depth of the research and intensity of the debates has been limited.

G5.B1.S1 Opportunities will be provided to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Students will engage in a debate on controversial issues regarding government policies, laws, organization, etc. (i.e.: should the federal government reduce the limits on welfare/unemployment?). Students will conduct research using a variety of primary and secondary print and non-print resources to formulate their opinions and support their arguments. Students will make personal and text connections to topics and research in order to create a more authentic opinion/argument.

Action Step 1

Content area teachers will meet to discuss an action plan to target the weaknesses of students in the area of Civics. They will develop strategies to target individual student needs.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data on interim Assessments

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

Principal and Social Studies Department Chair will monitor lesson plans and observe classrooms in order to ensure strategies were implemented.

Person or Persons Responsible

Principal and Social Studies Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Student data; lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

School generated assessments will be given and monitored to determine effectiveness of strategies in classroom; debates will be given in order to assess presentation skills and research levels.

Person or Persons Responsible

Social Studies Department Chair; Principal, Social Studies Teachers

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Student data- Formative: Interim Assessments and teacher-generated tests; Summative- EOC Civics 2014 Exam

G6. Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.

G6.B1 According to the 2013 Algebra I EOC Exam, the area of greatest difficulty for students at level 3 (31%) was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

Facilitator:

District

Participants:

Mathematics Teachers

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

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

weekly; monthly

Evidence of Completion

Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G6.B1.S1

By observing classroom instruction and monitoring data.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student data

G6.B2 According to the results of the 2013 Algebra 1 EOC, the area of greatest difficulty for students levels 4 and above (62%) was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B2.S1 Use Venn diagrams in a variety of ways to illustrate intersections, union, difference, null and disjoint sets and to solve real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Action Step 1

Implement more Venn Diagrams in class instruction and create more opportunities for student involvement in instruction.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work.

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

The MTSS team will monitor progress by reviewing bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student data feedback.

Plan to Monitor Effectiveness of G6.B2.S1

By monitoring lesson plans, classroom instruction, and student data.

Person or Persons Responsible

Principal and Mathematics Department Chair

Target Dates or Schedule

monthly

Evidence of Completion

Student data; lesson plans

G7. Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.

G7.B1 On the 2013 FCAT Mathematics exam, 89% of Hispanic students made AMO. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics.

G7.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

Facilitator:

District

Participants:

Mathematics Teachers

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

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

weekly; monthly

Evidence of Completion

Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G7.B1.S1

By observing classroom instruction and monitoring data.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student data

G7.B2 On the 2013 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics.

G7.B2.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

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

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

weekly; monthly

Evidence of Completion

Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G7.B2.S1

By observing classroom instruction and monitoring data.

> **Person or Persons Responsible**
>
> Principal
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Student data

G8. The results of the 2013 Geometry EOC show that 31% of students achieved a level 3 with a target for 2014 of 32% and 62% of students achieved a level 4 and above, with a target 63%.

G8.B1 According to the results of the 2013 Geometry EOC, 31% of students achieved Level 3 and in order to achieve the target of 2014 Geometry EOC of 32%, the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry, must be addressed.

G8.B1.S1 Use Venn diagrams in a variety of ways to illustrate intersections, union, difference, null and disjoint sets and to solve real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

> **Action Step 1**
>
> Implement more Venn Diagrams in class instruction and create more opportunities for student involvement in instruction.
>
> > **Person or Persons Responsible**
> >
> > Mathematics teachers
> >
> > **Target Dates or Schedule**
> >
> > Weekly
> >
> > **Evidence of Completion**
> >
> > Student data

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

The MTSS team will monitor progress by reviewing bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student data

Plan to Monitor Effectiveness of G8.B1.S1

By monitoring lesson plans, classroom instruction, and student data.

Person or Persons Responsible

Principal and Mathematics Department Chair

Target Dates or Schedule

monthly

Evidence of Completion

Student data; lesson plans

G8.B2 According to the results of the 2013 Geometry EOC, 62% of students achieved Level 4 and above and in order to achieve the target of 2014 Geometry EOC of 63%, the area of greatest difficulty for students was Reporting Category 2 – Three-Dimensional Geometry, must be addressed.

G8.B2.S1 Use Venn diagrams in a variety of ways to illustrate intersections, union, difference, null and disjoint sets and to solve real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Action Step 1

Implement more Venn Diagrams in class instruction and create more opportunities for student involvement in instruction.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work.

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

The MTSS team will monitor progress by reviewing bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student data feedback.

Plan to Monitor Effectiveness of G8.B2.S1

By monitoring lesson plans, classroom instruction, and student data.

Person or Persons Responsible

Principal and Mathematics Department Chair

Target Dates or Schedule

monthly

Evidence of Completion

Student data; lesson plans

G9. According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.

G9.B1 The area of deficiency is Number: operations, problem and statistics.

G9.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

Facilitator:

District

Participants:

Mathematics Teachers

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

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS team

Target Dates or Schedule

weekly; monthly

Evidence of Completion

Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FCAT Mathematics Assessment

Plan to Monitor Effectiveness of G9.B1.S1

By observing classroom instruction and monitoring data.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student data

G9.B2 According to the results of the 2013 Algebra 1 EOC, the area of greatest difficulty for students was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.

G9.B2.S1 Use Venn diagrams in a variety of ways to illustrate intersections, union, difference, null and disjoint sets and to solve real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Action Step 1

Implement more Venn Diagrams in class instruction and create more opportunities for student involvement in instruction.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work.

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

The MTSS team will monitor progress by reviewing bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student data feedback.

Plan to Monitor Effectiveness of G9.B2.S1

By monitoring lesson plans, classroom instruction, and student data.

Person or Persons Responsible

Principal and Mathematics Department Chair

Target Dates or Schedule

monthly

Evidence of Completion

Student data; lesson plans

G10. During the 2012-2013 school year, 4% of students missed 10% or more instructional time. The number of student absences and tardies, suspensions, and failures will decrease by at least 1% in the 2013-2014 school year.

G10.B1 One area of deficiency according to the data has been that students arrive late to school and that students have excessive absences. Another has been that a number of students disrupt the class and the learning environment. Students have also been disruptive in the hallways during recess and lunch. There have been some students to fail a mathematics and/or a Language Arts course. In the 2012-2013 school year, 4% of students missed more than 10% of instructional time. The goal is to reduce this to 3% in the 2013-2014 school year. For the 2013-2014 school year, 4% of students have received two or more behavioral referrals. 5% of students received one or more behavior referrals that led to suspension.

G10.B1.S1 There will be increased classroom management in order to establish a functional classroom environment with fewer disruptions and an increase the level of vigilance in the hallways during recess and lunchtime. There will be an increase in the number of grade-level and content-specific meetings to address meeting the needs of failing students and communicating strategies and methods that work in other classes. By communicating more often and putting into place intensive reading and intensive mathematics courses during the day, the needs of these students will be met in a small group environment with slower pacing. Also, increased parent communication with teachers to provide improvement in at-home learning. Hold parent seminars / workshop to inform them on the curriculum and the importance of attending school and being on time, monitoring student homework, and communicating with the school about student issues.

Action Step 1

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

Person or Persons Responsible

Principal and attendance officer

Target Dates or Schedule

weekly

Evidence of Completion

Attendance log; electronic gradebook

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

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

Person or Persons Responsible

Principal and attendance officer

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance log; electronic gradebook

Plan to Monitor Effectiveness of G10.B1.S1

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

Person or Persons Responsible

Principal and attendance officer

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance log; electronic gradebook

G11. The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.

G11.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2013 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2014 Reading FCAT is a proficiency level of 96%.

G11.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards and Common Core State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction. For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Coach by Triumph Learning. The AMC-implemented program has been very successful thus far, as evidenced by the 85% Learning Gains in the lowest quartile for the 2012-2013 FCAT Reading 2.0 Exam.

Action Step 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team; classroom teachers

Target Dates or Schedule

Daily, weekly, and monthly meetings

Evidence of Completion

Professional development log; staff training; lesson plans.

Facilitator:

District provided- Laurie Kaplan

Participants:

Literacy Leadership Team and MTSS Team; classroom teachers

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

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made tests, Interim Assessments, District-provided assessments. Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G11.B1.S1

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Administration; Literacy Leadership Team; MTSS Team

Target Dates or Schedule

Monthly; bimonthly review

Evidence of Completion

Student data analysis

G12. On the 2013 Reading FCAT, 25% of students achieved a level 3. The goal is to increase proficiency with a target of 26% for the 2014 Reading FCAT exam.

G12.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

G12.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction.

Action Step 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team; classroom teachers

Target Dates or Schedule

Daily, weekly, and monthly meetings

Evidence of Completion

Professional development log; staff training; lesson plans.

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

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made tests, Interim Assessments, District-provided assessments. Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G12.B1.S1

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Administration; Literacy Leadership Team; MTSS Team

Target Dates or Schedule

Monthly; bimonthly review

Evidence of Completion

Student data analysis

G13. On the 2013 Reading FCAT, 85% of students have achieved Learning Gains. The goal for the 2014 FCAT Reading test is for 87% of students to achieve learning gains.

G13.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

G13.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction.

Action Step 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team; classroom teachers

Target Dates or Schedule

Daily, weekly, and monthly meetings

Evidence of Completion

Professional development log; staff training; lesson plans.

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

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made tests, Interim Assessments, District-provided assessments. Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G13.B1.S1

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Administration; Literacy Leadership Team; MTSS Team

Target Dates or Schedule

Monthly; bimonthly review

Evidence of Completion

Student data analysis

G14. On the 2013 FCAT Reading Exam, 85% of students in the lowest 25% made learning gains. The goal for the 2014 Reading FCAT is for the lowest 25% to achieve 87% learning gains.

G14.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension.

G14.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction.

Action Step 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team; classroom teachers

Target Dates or Schedule

Daily, weekly, and monthly meetings

Evidence of Completion

Professional development log; staff training; lesson plans.

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

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Teacher-made tests, Interim Assessments, District-provided assessments. Summative: 2014 FCAT Assessment

Plan to Monitor Effectiveness of G14.B1.S1

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Administration; Literacy Leadership Team; MTSS Team

Target Dates or Schedule

Monthly; bimonthly review

Evidence of Completion

Student data analysis

G15. On the 2013 Reading FCAT, 70% of students achieved a level 4-5. The goal is to maintain at 70% of students level 4-5.

G15.B1 The students lack the reference and research skills needed to become successful readers. More enrichment activities need to be provided.

G15.B1.S1 The instructional focus will be on students using reciprocal teaching, question-and-answer relationships, graphic organizers, and note-taking skills to practice locating and verifying details to draw conclusions in order to build stronger arguments to support their answers. Students will also examine rubrics and graphic organizers to synthesize information from multiple sources, including reference sources, to establish main idea and comprehension of primary and secondary sources such as those in Prestwick House Latin and Greek workbooks and Buckle down workbooks.

Action Step 1

To expose students to more reference texts and display the appropriate research skills needed to compose technical papers and valid argumentation.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher-created assessments evidencing research and reference skills; Interim Assessments.

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

Observe classrooms to ensure explicit instruction in areas of reference and research.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans; student data results.

Plan to Monitor Effectiveness of G15.B1.S1

By observing daily lessons, monitoring lesson plans, meeting on a monthly basis to evaluate the data and determine the effectiveness of teaching strategies and content area teams concerning reading strategies and adjust instruction accordingly.

Person or Persons Responsible

Literacy Leadership Team and MTSS Team

Target Dates or Schedule

Daily, weekly, monthly meetings

Evidence of Completion

Formative: Teacher-made tests, Interim Assessments, District provided assessments. Summative: 2014 FCAT

G16. On the 2013 FCAT Writing test, 97% of students achieved a level 3.5 or above. On the 2014 FCAT Writing, the goal is for 97% of students to maintain proficiency.

G16.B1 The area of deficiency indicated by the 2013 FCAT Writing Assessment was in conventions.

G16.B1.S1 Students need to better construct sentences that display variation, correct punctuation, grammar, and word choice as evidenced in the technical errors and lack of sentence variation. They also need to work on staying on topic, organizing and elaborating with real-life reasons as to each thesis statement's validity and relevance. The instructional focus will be on developing a prewriting program that focuses on building sentences with increased variation and word choice. Daily vocabulary practice with Latin and Greek roots will be implemented in order to build a strong foundation of language. Graphic organizers will be used in order to more adequately support their thesis and topic sentences. The focus will also be on elaborating to support topic and incorporating a selection of sentence combining activities into daily instructional time in order to promote sentence variety and figurative language with sensory details. Explicit instruction in conventions will be given, including the use of transitional words to allow smoother transitions in writing.

Action Step 1

Attend professional development workshops specifically designed to improve conventions and other major areas on the FCAT Writing exam. Utilizing mentor texts in an effort to increase student exposure to higher level writing.

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development log.

Facilitator:

District- Laurie Kaplan

Participants:

Language Arts teachers

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

By administering and scoring weekly prompts to promote increased writing practice and monitoring progress within the major areas assessed in writing (focus, organization, support, and conventions); By maintaining student portfolios to demonstrate evidence of growth and increased word choice and mature command of language. Through direct instruction of varied sentence structures and increased vocabulary instruction.

Person or Persons Responsible

The MTSS Team and the principal

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Classroom walk-throughs; essay assessments.

Plan to Monitor Effectiveness of G16.B1.S1

By observing classroom instruction and student data, the effectiveness will be evidenced through the progress in student work.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student essay analysis; grammar tests.

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

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.

G2. Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.

G2.B1 One area of deficiency according the most recent data is Nature of Science. Students also need additional support to develop independent projects.

G2.B1.S1 Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed.

PD Opportunity 1

Science teachers will attend professional development opportunities to enhance science instruction. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections.

Facilitator

District

Participants

Science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student data; professional development log

G6. Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.

G6.B1 According to the 2013 Algebra I EOC Exam, the area of greatest difficulty for students at level 3 (31%) was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

PD Opportunity 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Facilitator

District

Participants

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

G7. Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.

G7.B1 On the 2013 FCAT Mathematics exam, 89% of Hispanic students made AMO. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics.

G7.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

PD Opportunity 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Facilitator

District

Participants

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

G9. According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.

G9.B1 The area of deficiency is Number: operations, problem and statistics.

G9.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

PD Opportunity 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Facilitator

District

Participants

Mathematics Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student data

G11. The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.

G11.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2013 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2014 Reading FCAT is a proficiency level of 96%.

G11.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards and Common Core State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction. For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Coach by Triumph Learning. The AMC-implemented program has been very successful thus far, as evidenced by the 85% Learning Gains in the lowest quartile for the 2012-2013 FCAT Reading 2.0 Exam.

PD Opportunity 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Facilitator

District provided- Laurie Kaplan

Participants

Literacy Leadership Team and MTSS Team; classroom teachers

Target Dates or Schedule

Daily, weekly, and monthly meetings

Evidence of Completion

Professional development log; staff training; lesson plans.

G16. On the 2013 FCAT Writing test, 97% of students achieved a level 3.5 or above. On the 2014 FCAT Writing, the goal is for 97% of students to maintain proficiency.

G16.B1 The area of deficiency indicated by the 2013 FCAT Writing Assessment was in conventions.

G16.B1.S1 Students need to better construct sentences that display variation, correct punctuation, grammar, and word choice as evidenced in the technical errors and lack of sentence variation. They also need to work on staying on topic, organizing and elaborating with real-life reasons as to each thesis statement's validity and relevance. The instructional focus will be on developing a prewriting program that focuses on building sentences with increased variation and word choice. Daily vocabulary practice with Latin and Greek roots will be implemented in order to build a strong foundation of language. Graphic organizers will be used in order to more adequately support their thesis and topic sentences. The focus will also be on elaborating to support topic and incorporating a selection of sentence combining activities into daily instructional time in order to promote sentence variety and figurative language with sensory details. Explicit instruction in conventions will be given, including the use of transitional words to allow smoother transitions in writing.

PD Opportunity 1

Attend professional development workshops specifically designed to improve conventions and other major areas on the FCAT Writing exam. Utilizing mentor texts in an effort to increase student exposure to higher level writing.

Facilitator

District- Laurie Kaplan

Participants

Language Arts teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development log.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.	$1,500
G6.	Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.	$2,350
G7.	Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.	$1,500
G9.	According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.	$1,500
G11.	The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.	$2,350
G15.	On the 2013 Reading FCAT, 70% of students achieved a level 4-5. The goal is to maintain at 70% of students level 4-5.	$1,650
	Total	$10,850

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School	$7,850	$1,500	$9,350
EESAC	$0	$1,500	$1,500
Total	$7,850	$3,000	$10,850

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

G2. Students achieved 21% proficiency at Level 3 on the 2013 Science FCAT 2.0 and the target performance for the 2014 Science FCAT 2.0 is to improve the performance to 22% proficiency.

G2.B1 One area of deficiency according the most recent data is Nature of Science. Students also need additional support to develop independent projects.

G2.B1.S1 Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed.

Action Step 1

Science teachers will attend professional development opportunities to enhance science instruction. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections.

Resource Type

Evidence-Based Materials

Resource

FCAT Buckle Down Science Workbooks

Funding Source

School

Amount Needed

$1,500

G6. Students will increase proficiency from the 2013 Algebra I EOC Exam at 31% at level 3 and 70% at levels 4 and above. The goal is to increase proficiency on the 2014 Algebra I EOC Exam at level 3 to 32% and levels 4 and above to 63%.

G6.B1 According to the 2013 Algebra I EOC Exam, the area of greatest difficulty for students at level 3 (31%) was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Resource Type

Evidence-Based Materials

Resource

Buckle Down FCAT Mathematics Workbooks

Funding Source

School

Amount Needed

$2,350

G7. Students will increase proficiency from the 2013 Mathematics FCAT of 90% proficiency by 6% to 96% on the 2014 Mathematics FCAT Exam.

G7.B1 On the 2013 FCAT Mathematics exam, 89% of Hispanic students made AMO. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics.

G7.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Resource Type

Evidence-Based Program

Resource

Algebra I Buckle Down Workbooks

Funding Source

EESAC

Amount Needed

$1,500

G9. According to the 2013 data, 100% of students participated in EOC Middle School Acceleration. The goal for the 2014 Middle School Acceleration is to maintain 100% participation. The 2013 data reveals 98% performance data which needs to be maintained.

G9.B1 The area of deficiency is Number: operations, problem and statistics.

G9.B1.S1 Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown.

Action Step 1

Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation

Resource Type

Evidence-Based Program

Resource

Geometry Buckle Down workbooks

Funding Source

School

Amount Needed

$1,500

G11. The 2013 FCAT Reading results show that 95% of all students met AMO, with a target of 96% for 2014 FCAT Reading. Students will increase their proficiency level through increased comprehension and exposure to higher level text.

G11.B1 Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2013 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2014 Reading FCAT is a proficiency level of 96%.

G11.B1.S1 The instructional focus will be on generating lessons that address differentiated instruction on a daily basis. Professional Development will be given to teachers in all major content areas. The focus will be on maintaining the Next Generation Sunshine State Standards and Common Core State Standards, while striving to focus more on group work, individualized instruction and small group work centered around areas of difficulty and deficiency, the use of graphic organizers, leveled libraries, and explicit vocabulary instruction. For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Coach by Triumph Learning. The AMC-implemented program has been very successful thus far, as evidenced by the 85% Learning Gains in the lowest quartile for the 2012-2013 FCAT Reading 2.0 Exam.

Action Step 1

By attending professional development opportunities in order to increase strategies to enhance student learning and comprehension.

Resource Type

Evidence-Based Materials

Resource

Buckle Down FCAT Reading Workbooks

Funding Source

School

Amount Needed

$2,350

G15. On the 2013 Reading FCAT, 70% of students achieved a level 4-5. The goal is to maintain at 70% of students level 4-5.

G15.B1 The students lack the reference and research skills needed to become successful readers. More enrichment activities need to be provided.

G15.B1.S1 The instructional focus will be on students using reciprocal teaching, question-and-answer relationships, graphic organizers, and note-taking skills to practice locating and verifying details to draw conclusions in order to build stronger arguments to support their answers. Students will also examine rubrics and graphic organizers to synthesize information from multiple sources, including reference sources, to establish main idea and comprehension of primary and secondary sources such as those in Prestwick House Latin and Greek workbooks and Buckle down workbooks.

Action Step 1

To expose students to more reference texts and display the appropriate research skills needed to compose technical papers and valid argumentation.

Resource Type

Evidence-Based Materials

Resource

Prestwick House Latin and Greek Roots Workbooks

Funding Source

School

Amount Needed

$1,650