



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

New World School Of The Arts

25 NE 2ND ST

Miami, FL 33132

305-237-3135

<http://www.mdc.edu/nwsa/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 35%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

2013-14 PENDING	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

New World School Of The Arts

Principal

Evonne Alvarez S

School Advisory Council chair

Sylvan Seidenman

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

Name	Title
Evonne S. Alvarez	Principal
Ana Pazos	Assistant Principal
Maria De La Rosa	Reading Teacher/Test Chairperson
Janice Graham	Language Arts Department Chair
Juan Rey	Mathematics Department Chair
Christina Stujenske	Science Department Chair
S. Ralph Supplice	Social Studies Department Chair
Michele Joseph-De Cayette	Exceptional Student Education Teacher
Rebecca Canaan	Dance Teacher
Brent Mounger	Instrumental Music Teacher
Scott Wilson	Theater Teacher
Carlos Gallostra	Visual Arts Teacher
Priscilla Beatty	Counselor
Pamela Cabarcos	Counselor
Susan Giro	Activities Director

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

The membership is comprised of Principal 1, Alternate Principal 1, Teachers 5, Alternate Teachers 1, Educational Support 1, Alternate Educational Support 1, Parents 4, Alternate Parent 1, Student 1, Alternate Student 1, and Business Committee Representative 4.

Involvement of the SAC in the development of the SIP

The purpose of a EESAC is to assist with the evaluation of data, development of strategies and interventions to meet the needs of academic barriers which will be needed for the School Improvement Plan.

Development and review of resources that can be allocated through EESAC to assist the school in the implementation of the SIP to meet the academic needs of the students.

Activities of the SAC for the upcoming school year

The EESAC will continue to monitor, evaluate and maintain the School Improvement Plan, ensuring an optimal learning environment and implementation of the SIP. Four to Six meetings will be held throughout the school year.

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

Tutoring \$1500.00

Educational Programs, Competitions, Incentive /Recognitions \$900.00

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Evonne Alvarez S

Principal

Years as Administrator: 10

Years at Current School: 2

Credentials

Bachelor of Arts –
History, Social Science
Master of Science –
Educational Leadership, School Principal
- Certification in Social Studies 6-12, History 6-12, Educational
Leadership Education, and Principal K-12

Performance Record

2013 – School Grade
Rdg. Proficiency, 88%
Math Proficiency, 91%
Rdg. Lrg. Gains, 75 points
Math Lrg. Gains, 80points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
80 points
Rdg. AMO – 88%
Math AMO– 91%
2012 – School Grade-A
Rdg. Proficiency, 77%
Math Proficiency, 78%
Rdg. Lrg. Gains, 75 points
Math Lrg. Gains, 80points
Rdg. Imp. of Lowest 25% -
68 points
Math Imp. of Lowest 25% -
70 points
Rdg. AMO – 88
Math AMO– 80
2011 – School Grade-A
Rdg. Proficiency, 83%
Math Proficiency, 83%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25% -
71 points
Math Imp. of Lowest 25% -
69 points
2010 – School Grade- D
Rdg. Proficiency, 34%
Math Proficiency, 36%
Rdg. Lrg. Gains, 54 points
Math Lrg. Gains, 62 points
Rdg. Imp. of Lowest 25% -
63 points
Math Imp. of Lowest 25% -
67 points
2009 – School Grade-C

Rdg. Proficiency, 36%
Math Proficiency, 35%
Rdg. Lrg. Gains, 58 points
Math Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
65 points

Ana M. Pazos

Asst Principal

Years as Administrator: 14

Years at Current School: 5

Credentials

-Bachelor of Science Degree in Special Education
 -Master of Science Degree in Varying Exceptionalities
 - Certification in Varying Exceptionalities, Emotionally Handicapped, Specific Learning Disabilities and Educational Leadership

Performance Record

2013 – School Grade
 Rdg. Proficiency, 88%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 80points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO – 88%
 Math AMO– 91%
 2012 – School Grade -A
 Rdg. Proficiency, 88%
 Math Proficiency, 88%
 Rdg. Lrg. Gains, 78 points
 Math Lrg. Gains, 83points
 Rdg. Imp. of Lowest 25% -
 87 points
 Math Imp. of Lowest 25% -
 83 points
 Rdg. AMO – 88
 Math AMO– 80
 2011 – School Grade -A
 Rdg. Proficiency, 77%
 Math Proficiency, 96%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains,85 points
 Rdg. Imp. of Lowest 25% -
 60 points
 Math Imp. of Lowest 25% -
 88 points
 2010 – School Grade- A
 Rdg. Proficiency, 82%
 Math Proficiency, 96%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains,88 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 93 points
 2009 – School Grade-D
 Rdg. Proficiency, 13%

Math Proficiency, 50%
 Rdg. Lrg. Gains, 36 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 50 points
 Math Imp. of Lowest 25% -
 74 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

32, 100%

Highly Qualified Teachers

75%

certified in-field

32, 100%

ESOL endorsed

3, 9%

reading endorsed

0, 0%

with advanced degrees

17, 53%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

1, 3%

with 6-14 years of experience

16, 50%

with 15 or more years of experience

12, 38%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Strategies

1. Provide professional development.
2. Bi-monthly meetings with Department Chairs to discuss curricular content focus.
3. Department Chairs and highly effective teacher in the subject will participate in the interview process.
4. Common planning time will be provided for teachers.

Persons Responsible

PD Liaison

Department Chairs

Administrator, Department Chairs and HE Teacher

Administration and Leadership Team

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

Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction. Additionally, common planning is provided allowing for professional growth opportunities.

Trained mentors and effective teachers which are highly qualified are paired with new teachers.

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

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

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

MTSS/RtI Leadership Team, is strategically integrated to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Some of the areas targeted are:

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation
- Provide funding for tutorial programs, materials and staff as needed

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

- Evonne Alvarez, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/ RtI plans and activities the school will provide to effectively enhance student achievement.
- Michelle Joseph-DeCayette, Exceptional Student Education (ESE) teacher: Collaborates and consults with general education teachers to plan activities and to facilitate learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- Maria De La Rosa, Reading Instructional and Test Chairperson: Supports and provides instruction through professional development and in class co-teaching on the implementation of data driven instruction in the K-12 reading plan; facilitates and supports data collection and decision making activities.
- Vaughn Jordan, Technology Specialist: Provides support necessary to teachers and staff regarding the management and display of data as well as maintain proper standing of all technology and labs.
- Department Chairpersons (Juan Rey, Math; Janice Graham, Language Arts; Christina Stujenske, Science; S. Ralph Suppice, Social Studies; Dr. Martha Miranda, Electives, Pam Cabarcos, Student Services): Teachers who share the common goal of improving instruction for all students will work to build staff support, internal capacity, and sustainability over time as well as serve as a liaison between the administrative team and all departments. Members of the team were selected because of their position and expertise in certain areas, and the administration provides a commitment to ensure the use of data for decision-making; the teachers will provide curricular information and participate in student data collection; reading teacher will facilitate and support data collection activities; and the Department Chairs provide guidance with respect to using and evaluating data for their respective departments as well as integrating materials for instruction and intervention activities.

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

The MTSS/Rtl Leadership Team meets bi-monthly to discuss curricular and academic focus, student progress and intervention and implementation of school procedures and policies. Then, decisions are made to evaluate the schools progress and changes are implemented if needed. The team reviews and then discusses the school-wide data by department and plans professional development. The team facilitates the process of building consensus, increasing infrastructure and making decisions about implementation of the diagnostic screenings for monitoring progress

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

Baseline: Interim Assessment, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring Reporting Network (PMRN), Edusoft data management system, Florida Comprehensive Assessment Test 2.0 (FCAT) trend data, teacher assessments and student grades.

Progress Monitoring: PMRN, Interim Assessment, District's Progress Monitoring Test through Edusoft, teacher/student data chats, teacher grade analysis reports and student progress reports.

Summary: FCAT 2.0 Assessments in Reading and Writing, End of Course Exams in Algebra 1, Geometry, Biology, and student retention rate and percentage of FCAT retakes.

Frequency of Data Analysis: Monthly data meetings with the Leadership team and teachers.

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

The MTSS/Rtl is supported through ongoing departmental meetings and leadership meetings where data is discussed and summarized for reading, math, science, writing and other areas of accountability and concern. Alignment of policies and procedures across classroom, grade, district and state levels are addressed. Additionally, the MTSS/Rtl team will communicate outcomes with stakeholders and celebrate successes. Behavior, attendance and academic progress plans will be reviewed and adjusted as needed. Nevertheless, provide staff with State and/or District resources and information on the MTSS/Rtl model that may be located on either the state's or district website. Articles and other research-based material will be read, discussed and presented by various faculty members to strengthen knowledge and efforts of implementation. Additionally, professional development will be provided on MTSS/Rtl during an early release day.

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: 600**

Students will have the opportunity to take part in the following:

- Saturday School Tutoring Program
- Lunch-time Tutoring
- Adult School –Credit Recovery
- Intensive Courses –Remediation
- Dual Enrollment – Curriculum Advancement
- Advanced Placement Courses –Enrichment and Advancement

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 through the school year. Students are administered the Baseline, Fall interim, Winter Interim as well as FCAT and/or EOC assessments. . Edusoft and district data reports are provided through faculty and student data chats. This data is collected and analyzed to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

Who is responsible for monitoring implementation of this strategy?

The Administrative Team, Department Chairperson, Test Chairperson and MTSS/RtI.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Evonne S. Alvarez	Principal
Ana Pazos	Assistant Principal
Janice Graham	Language Arts Department Chair
Juan Rey	Mathematics Department Chair
Christina Stujenske	Science Department Chair
S. Ralph Suppice	Social Studies Department Chair
Michelle Joseph-De Cayette	Exceptional Student Education Teacher
Priscilla Beatty	Counselor
Pamela Cabarcos	Counselor
Susan Giro	Activities Director

How the school-based LLT functions

The purpose of the literacy team is to ensure that reading is taught in all disciplines. The literacy team will meet on a monthly basis to review data, discuss assessments results and students' progress as well as determine the effectiveness of the instructional programs. Adjustments will be made if necessary and teachers will meet weekly, by department, to share best practices and resources which will be reported to the literacy team by the respective department chair.

Major initiatives of the LLT

The goal of New World School of the Arts Leadership Team is to promote and ensure that academic achievement occurs through a targeted school-wide approach; therefore the implementation of a literacy model by all teachers (academic and arts) that will infuse the elements of reading into their curriculum and provide additional assistance for students as needed. Additionally, a major initiative will be placed on data desegregation and utilizing data to drive instruction.

Every Teacher Contributes to Reading Instruction

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

In Mathematics courses, teachers will infuse reading skills through instruction in:

- Analyzing, evaluating and interpreting information from text features such as charts, graphs, diagrams (data analysis)
- Identifying advanced word/phrase relationships and their meanings such as mathematical term roots of geo, poly and mono
- Locate and verify details necessary to critically analyze text such as solving word problems
- Incorporate higher order questioning strategies

In Science courses, teachers will infuse reading skills through instruction in:

- Identifying advanced word/phrase relationships and their meanings such as scientific term roots such as bio, geo, and astro
- Assessing, organizing, synthesizing, an evaluating the validity and reliability of information in text, using a variety of techniques by examining several primary and secondary sources of information such as charts, graphs, and diagrams
- Incorporate the use of graphic organizers into the science lessons
- Incorporate higher order questioning strategies

In Social Studies courses, teachers will infuse reading skills through instruction in:

- Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several primary and secondary sources of information such as charts, graphs, diagrams and maps
- Determining the main idea or essential message from core text or through inferring, paraphrasing, summarizing and identifying relevant details
- For the purpose of comparing and contrasting, cause and effect, and chronological order analyze text structures and organizational patterns of historical events
- Incorporate higher order questioning strategies

Reading strategies are implemented in all content areas. All staff members are afforded the opportunity to participate in applicable professional development. The Reading Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

NWSA promotes Career Pathways and programs of study so that students see the relevance of their programs of study and have a better understanding and appreciation of the post-secondary career opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Additionally, the school offers elective courses and club activities in technology, writing, set design, stage management, music appreciation, dance aesthetics and electronic portfolio development that aid in preparing students for a post-secondary transition.

The use of USA Today facilitates reading and reporting on articles relevant to students' interest, health issues, and current classes. Students are required to read and orally report on a variety of subjects each week. Students utilize guiding questions to summarize articles in written and oral presentations.

New World School of the Arts School offers Advanced Placement courses and dual enrollment courses through collaboration with Miami Dade College.

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

Courses such as music appreciation, music theory and techniques; dance aesthetics, modern dance and choreography; set design, stage management and playwriting; art history, sculpture, 3-D design, photography and painting offered in the various art disciplines provide academic and career planning for students. Every year students and parents are given a curriculum guide, class meetings are conducted by the counselors and parents are invited to attend one-on-one meetings to finalize subject selection including elective courses. For incoming freshman, subject selection/articulation meetings are conducted by the counselors and parents are invited to attend one-on-one meetings to finalize subject selection, including elective courses. The school offers a summer program to introduce freshmen to the special demands of NWSA as well as a transition course and a course in their art discipline. Academic and career planning are provided by Guidance Counselors, and Magnet Arts Teachers. Furthermore, the CAP advisor also conducts several workshops throughout the school year for both parents and students to help them in preparing for the demands and requirements of Colleges and University.

Strategies for improving student readiness for the public postsecondary level

Successful implementation of the Supporting Secondary School reform, the Articulation Transition and Orientation School Board rule will continue via the student services implementations of small group focused discussions which target improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic and artistic institutions. The summer transition program will continue to be implemented for ninth grade to aid and welcome new students to NWSA. As a result, increasing the likelihood of strong academic and personal success. Strategies at New World School of the Arts will continue and remain in place for improving student readiness. As the High School Feedback Report data suggests, the school is performing exceptionally well with 87% percent of graduates completing a college prep curriculum. With respect to percent of graduates who complete at least one advance course (AP and Dual Enrollment), the school average is 98%. The percent of students taking above Algebra 1 as a ninth grader is 71.2%, percent of students who took the PSAT was 92.8%, Percent of graduates who took the SAT/ACT/CPT and scored above college level cut scores in all three subject areas was 71.9%. If these levels show significant decrease, a review to determine the specific area of need will take place and adjustments will be made. Also, increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT strategies in their classes.

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	89%	88%	No	90%
American Indian		0%		
Asian		0%		
Black/African American	78%	68%	No	80%
Hispanic	92%	91%	No	93%
White	95%	93%	Yes	96%
English language learners		0%		
Students with disabilities		70%		
Economically disadvantaged	83%	88%	Yes	85%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	23%	24%
Students scoring at or above Achievement Level 4	157	65%	66%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		89%	90%

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	106	91%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	91%	Yes	84%
American Indian		0%		
Asian		0%		
Black/African American	76%	76%	Yes	78%
Hispanic	89%	93%	Yes	90%
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged	75%	86%	Yes	78%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		80%	82%
Students in lowest 25% making learning gains (EOC)		80%	82%

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.		86%	87%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	44%	45%
Students scoring at or above Achievement Level 4	25	42%	43%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	31%	32%
Students scoring at or above Achievement Level 4	54	56%	56%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	38%	38%
Students scoring at or above Achievement Level 4	68	57%	57%

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)			
Participation in STEM-related experiences provided for students			

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1	1%	1%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	3%	2%
Students in ninth grade with one or more absences within the first 20 days	8	6%	5%
Students in ninth grade who fail two or more courses in any subject	2	2%	1%
Students with grade point average less than 2.0	3	1%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	22	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	105	99%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	98	98%	98%

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

A target for our school is to increase the membership of the school's PTSA.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent membership in PTSA.	242	52%	57%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.
- G2.** Our goal for the 2013-2014 school year is to increase the number of students testing college ready on the PERT exam by 1 percentage points to 90%.
- G3.** The results of the 2013 FCAT Writing Test indicate that 91% of the students scored at 3.5 or above. Our goals for the 2014 school year is to increase by 1 percentage point the number of students achieving a Level 3.5 or higher
- G4.** As noted on the 2013 FCAT Math Assessment 91% of all students met their Annual Measurable Objective.
- G5.** Our goal for the 2013-2014 school year is to increase the number of on-time graduates achieving college ready scores on the Postsecondary Education Readiness Test (PERT), SAT, and or ACT by one percentage point to 87%.
- G6.** On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.
- G7.** On the 2013 Geometry EOC 31% of students scored level 3 and 56% of students scored at level 4 or 5.
- G8.** On the 2013 Biology EOC 38% of students scored Level 3 proficiency and 57% of students scored Level 4 or 5 proficiency.
- G9.** Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers
- G10.** Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines. Increase participation in advanced academic courses as related to STEM by at least one percentage point.
- G11.** Increase opportunities for CTE applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 1%.
- G12.** Increase the number of students meeting proficiency on the U.S. History EOC for the 2013-2014 school year.

- G13.** To assist students with the comprehension of the appropriate Code of Student Conduct so that they can be successful in their high school career, while increasing by 1% point, good behavior, attendance, and grade point average of 2.0 or above.
- G14.** Our goal for the 2013-2014 school year is to maintain the dropout rate at 0.00% (0) and increase the graduation rate from 105 (99%) to percentage points to 100%.
- G15.** Membership of the PTSA in 2013-2014 school year will increase by 5 percentage points as well as parent engagement at performances, and school sponsored meetings.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.

Targets Supported

Resources Available to Support the Goal

- Teachers, Parents, Study guides, Jamestown Reading Navigator, Reading Plus

Targeted Barriers to Achieving the Goal

- The area showing minimal growth and would require students to maintain or improve performance Achievement Level 3 as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.
- The area showing minimal growth and would require students to maintain or improve performance of Achievement Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.
- The area of deficiency as noted by performance data from the 2013 administration of the FCAT Reading Test for the students in the Black and Hispanic subgroups was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.
- The area of deficiency as noted by performance data from the 2013 administration of the FCAT 2.0 for students not making learning gains was Reporting Category 4, Informational Text and Research Process because of limited exposure to informational text, and limited access to technology for computer based programs..
- The area of deficiency as noted by performance data from the 2013 administration of the FCAT 2.0 for students in the lowest quartile not making learning gains was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text, note taking skills and limited vocabulary comprehension.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment - District Interim Assessments Summative Assessments- Results for the 2014 FCAT 2.0

G2. Our goal for the 2013-2014 school year is to increase the number of students testing college ready on the PERT exam by 1 percentage points to 90%.

Targets Supported

Resources Available to Support the Goal

- Parents, Students, Test Preparation Programs

Targeted Barriers to Achieving the Goal

- Students have limited exposure to test preparation activities.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from PERT,SAT, and/or ACT.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessments: Results of the PERT, SAT, and/or ACT for on-time graduates.

G3. The results of the 2013 FCAT Writing Test indicate that 91% of the students scored at 3.5 or above. Our goals for the 2014 school year is to increase by 1 percentage point the number of students achieving a Level 3.5 or higher

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers, Parents, Anchor Papers, Study guides, Writing Rubrics

Targeted Barriers to Achieving the Goal

- . The area of deficiency, as noted on the 2013 administration of the FCAT Writing 2.0 was in writing a persuasive essay, where students take a position and present evidence using clear examples of reasoning to support their arguments effectively.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim and FCAT 2.0 Writing.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results of the 2014 Writing FCAT 2.0

G4. As noted on the 2013 FCAT Math Assessment 91% of all students met their Annual Measurable Objective.

Targets Supported

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

Resources Available to Support the Goal

- Pearson Series, Tutoring, Enrichment programs, Teachers

Targeted Barriers to Achieving the Goal

- Lack of opportunities for tutoring, even though all subgroups met the Annual Measurable Goals.
- 80% of all students made learning gains in Math. 82% of all students will make learning gains in Math for 2014. Students need increased experiences with technology and familiarity with test format.
- 80% of all students in the lowest quartile made learning gains in Math. 82% of all students in the lowest quartile will make learning gains in Math for 2014. Students need increased experiences with technology and familiarity with test format.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim and Math EOC's.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessment - Results of 2014 EOC's

G5. Our goal for the 2013-2014 school year is to increase the number of on-time graduates achieving college ready scores on the Postsecondary Education Readiness Test (PERT), SAT, and or ACT by one percentage point to 87%.

Targets Supported

Resources Available to Support the Goal

- Parent, Teachers, Computer Assisted Programs

Targeted Barriers to Achieving the Goal

- Students have limited exposure to test preparation activities.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from the PERT, SAT and/or ACT.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Curriculum Based Assessments Summative Assessment: Results of the PERT, SAT and/or ACT

G6. On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Parents, teachers, Evidenced Based Programs, technology

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 EOC Algebra I ,was Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need more in interpreting inductive reasoning strategies, identifying relationships and patterns as it relates to real world applications, hands on experiences, pacing and problem solving.
- Students experience great difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC level 4 and 5 students had most difficulty with Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from Interim assessments and EOC.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessment: Results of the 2014 Algebra 1 EOC

G7. On the 2013 Geometry EOC 31% of students scored level 3 and 56% of students scored at level 4 or 5.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Parents, Teachers, Technology, Computer based programs, vocabulary strategies

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 EOC Geometry for students scoring at level 3 was Strand 2; Trigonometry, and Discrete Mathematics due to lack of hands on activities, real world applications and opportunities for tutoring.
- The area of deficiency as noted on the 2013 EOC Geometry for students scoring at level 4 or above was Strand 2; Trigonometry, and Discrete Mathematics due to lack of hands on activities, real world applications and opportunities for tutoring.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and EOC.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessment. Summative Assessments: 2014 Geometry EOC results.

G8. On the 2013 Biology EOC 38% of students scored Level 3 proficiency and 57% of students scored Level 4 or 5 proficiency.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers, Computer Based Programs, Fairs, Technology, HOT Labs, Gizmos

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Biology EOC, students had most difficulty with the Organisms, Populations and Ecosystems reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.
- According to the results of the 2013 Biology EOC, students had most difficulty with the Organisms, Populations and Ecosystems reporting category. Students need additional practice on inquiry based activities that make connections to real life experiences.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Biology EOC.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: District Interim Assessments Summative Assessments: Result of the 2014 Biology EOC.

G9. Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Competitions, technology, teachers, students and parents

Targeted Barriers to Achieving the Goal

- Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders enrollment in STEM courses. Lack of time in their schedule because of specialized magnet program.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and the results of the FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0

G10. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines. Increase participation in advanced academic courses as related to STEM by at least one percentage point.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Technology, competitions, teachers, parents

Targeted Barriers to Achieving the Goal

- Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments and the results of the FCAT 2.0.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0.

G11. Increase opportunities for CTE applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 1%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Technology, Competitions and Fairs

Targeted Barriers to Achieving the Goal

- Teachers not trained in adding rigorous problem-solving activities to lessons and lack of trained CTSO teachers on staff.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from assessments and FCAT 2.0

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments - District Interim Assessments Summative Assessments- Results of the FCAT 2.0 and AP exams

G12. Increase the number of students meeting proficiency on the U.S. History EOC for the 2013-2014 school year.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Technology, teachers, US History textbooks and toolbox,

Targeted Barriers to Achieving the Goal

- Students have limited understanding and knowledge of content specific vocabulary used and taught in U.S. History as well as limited reading levels.
- Students have limited understanding and knowledge of content specific vocabulary used and taught in U.S. History as well as limited reading levels.

Plan to Monitor Progress Toward the Goal

MTSS/Rtl Team

Person or Persons Responsible

Follow FCIM using data from Interim and U.S. History EOC.

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment- District Interim Assessments Summative Assessments - Results of the 2014 U.S. History EOC

G13. To assist students with the comprehension of the appropriate Code of Student Conduct so that they can be successful in their high school career, while increasing by 1% point, good behavior, attendance, and grade point average of 2.0 or above.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Counselors, attendance reports, probation policy, grade-book, district manuals

Targeted Barriers to Achieving the Goal

- Student's unfamiliarity with attendance/tardy contracts specifying procedures regarding participation in performances, events, artistic demands and possible fatigue from the demands of long rehearsals and distance traveled. Unfamiliarity with the Code of Student Conduct and consequences for non-compliance.
- There are limited opportunities to recognize student for daily attendance and satisfactory achievement.
- There are limited opportunities to provide Freshman experiences courses in the schedule.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim assessments, FCAT 2.0 and district reports.

Person or Persons Responsible

MTTS/Rtl Team

Target Dates or Schedule:

Per Semester

Evidence of Completion:

Analyze and monitor COGNOS reports and probation status reports.

G14. Our goal for the 2013-2014 school year is to maintain the dropout rate at 0.00% (0) and increase the graduation rate from 105 (99%) to percentage points to 100%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Teachers, Counselors, Credit History, Technology

Targeted Barriers to Achieving the Goal

- Students not being able to meet the demands of completing portfolio requirement for the Arts program.
- Parents and/or students are unfamiliar with resources available as it relates to graduation requirements or lack motivation to become active participants in their education.

Plan to Monitor Progress Toward the Goal

Follow FCIM data using at-risk and graduation rates.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 At-risk graduation rate 2014 Federal Graduation rate.

G15. Membership of the PTSA in 2013-2014 school year will increase by 5 percentage points as well as parent engagement at performances, and school sponsored meetings.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Teachers, Parents, Counselors, Community Members, Colleges and Universities.

Targeted Barriers to Achieving the Goal

- Parental support and participation is not consistent at PTSA meetings or events due to distance between the location of the school and that of the community we serve. Students at NWSA live throughout Miami-Dade County since there are no boundary restrictions.

Plan to Monitor Progress Toward the Goal

Following FCIM data using PTSA membership and parent participation at school sponsored events to adjust strategies as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Per Semester

Evidence of Completion:

2014 PTSA Membership

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.

G1.B1 The area showing minimal growth and would require students to maintain or improve performance Achievement Level 3 as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.

G1.B1.S1 Students need opportunities to analyze complex text and text features across the curriculum as well as use informational text to strengthen arguments to support their responses.

Action Step 1

Data Analysis Training, enrichment activities will include SAT preparation in addition to Computer Assisted Reading programs and USA Today. The Language Arts Department will continue to analyze student data , progress monitor and outcome measures for Reading to examine trends, differentiate instruction and set targets for the year.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Facilitator:

Department Chairperson. Edusoft Facilitator

Participants:

9-12 school-wide

Action Step 2

Students will use summarization strategies, note taking skills, and be able to participate in lunchtime or small group tutoring.

Person or Persons Responsible

Teachers, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks and tutoring logs.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student authentic work , quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

BI-weekly

Evidence of Completion

Mini-assessments, Jamestown Reading Navigator (JRN) Benchmark tests, FAIR, Baseline and Interim Assessments, and Reading Plus.

G1.B2 The area showing minimal growth and would require students to maintain or improve performance of Achievement Level 4 as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.

G1.B2.S1 Students need more opportunities on critical reading skills as well as analyzing text and synthesizing details as related to real world situations.

Action Step 1

Students will be provided with increased opportunities to form the main idea of a literary text, practice locating and verifying details, critically analyzing text, synthesizing details to draw conclusions and use complex text-based information to support the main idea and relevant details in real-world documents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Scaffolding the instruction, students will be paired with peers for collaborative lessons and enrichment activities will include SAT preparation as well as Computer Assisted Reading programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessments data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, Interim Assessments, and Quizzes/Tests

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Baseline (Sept 2013) and Interim assessments. (Fall-October 2013/Winter January 2014) Results for the 2014 FCAT 2.0 in Reading

G1.B3 The area of deficiency as noted by performance data from the 2013 administration of the FCAT Reading Test for the students in the Black and Hispanic subgroups was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.

G1.B3.S1 Provide opportunities for vocabulary strategies, to identify and analyze words that signal relationships in complex and text features and reading applications across the curriculum.

Action Step 1

Students will practice locating and verifying details, critically analyzing text and synthesizing details to draw conclusions from informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and site generated assessments.

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

Following the FCIM model, monthly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Test and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, monthly assessment reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G1.B4 The area of deficiency as noted by performance data from the 2013 administration of the FCAT 2.0 for students not making learning gains was Reporting Category 4, Informational Text and Research Process because of limited exposure to informational text, and limited access to technology for computer based programs..

G1.B4.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 1

Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

Action Step 2

Students will be provided with the opportunity to attend tutoring sessions through Saturday School or lunchtime tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Saturday and/or ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G1.B5 The area of deficiency as noted by performance data from the 2013 administration of the FCAT 2.0 for students in the lowest quartile not making learning gains was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text, note taking skills and limited vocabulary comprehension.

G1.B5.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 1

Differentiate instruction to meet the needs of students as data is analyzed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, site generated assessments, including benchmarks.

Action Step 2

Implement Saturday School tutoring and lunchtime tutoring to meet the needs of the students in Reading.

Person or Persons Responsible

Teachers, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Implement Saturday School tutoring and lunchtime tutoring to meet the needs of the students in Reading.

Person or Persons Responsible

Teachers, Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following the FCIM model, monthly assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, monthly assessment reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G2. Our goal for the 2013-2014 school year is to increase the number of students testing college ready on the PERT exam by 1 percentage points to 90%.

G2.B1 Students have limited exposure to test preparation activities.

G2.B1.S1 Provide opportunities for students to participate in activities within and/or outside the school day as related to SAT, ACT and PERT.

Action Step 1

Provide English 4: College Prep course for student preparation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 2

Best Practices on Common Core, Instructional Frameworks effective writing techniques.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Best practices evident in lesson plans and while conducting classroom walk throughs.

Facilitator:

Department Chairs

Participants:

School-wide all grade levels and all subjects.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and SAT, ACT or PERT results.

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: College Readiness Assessments

G3. The results of the 2013 FCAT Writing Test indicate that 91% of the students scored at 3.5 or above. Our goals for the 2014 school year is to increase by 1 percentage point the number of students achieving a Level 3.5 or higher

G3.B1 . The area of deficiency, as noted on the 2013 administration of the FCAT Writing 2.0 was in writing a persuasive essay, where students take a position and present evidence using clear examples of reasoning to support their arguments effectively.

G3.B1.S1 Teach techniques that students can use to formulate a persuasive essay, both short and formal by using the writing process and peer editing strategies.

Action Step 1

Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques and write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and site generated writing assessments.

Facilitator:

Department Chair, Mr. Losa, Mr. Garcia

Participants:

All 9th and 10th grade instructional staff and students.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments Writing Prompts - Rubrics.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Small group instruction using mini-lessons on either (focus-organization-support or conventions) will be assessed monthly. Quizzes/Tests and Interim Assessments.

G4. As noted on the 2013 FCAT Math Assessment 91% of all students met their Annual Measurable Objective.

G4.B1 Lack of opportunities for tutoring, even though all subgroups met the Annual Measurable Goals.

G4.B1.S1 Provide opportunities for students to attend tutoring programs in mathematics.

Action Step 1

Provide opportunities for students to attend lunch-time tutoring or Saturday program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, data chat, and site generated assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S2 Provide students with increased experiences with technology as it relates to math programs and tutoring programs.

Action Step 1

Use data to set goals, provide interventions, and enrichment opportunities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S3 Provide students with increased experiences with technology as it relates to math programs and tutoring programs.

Action Step 1

Use data to set goals, provide interventions and enrichment programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, data chats, and site generated assessments.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Following FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B1.S3

Following FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G4.B2 80% of all students made learning gains in Math. 82% of all students will make learning gains in Math for 2014. Students need increased experiences with technology and familiarity with test format.

G4.B2.S1 Provide opportunities for students to increase their experiences with technology and familiarity with test format.

Action Step 1

Provide students opportunities to use technology in solving real-world math problems and equations as well as to do online sample assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Following FCIM model, monthly assessments data reports will be reviewed and adjustments made as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3 80% of all students in the lowest quartile made learning gains in Math. 82% of all students in the lowest quartile will make learning gains in Math for 2014. Students need increased experiences with technology and familiarity with test format.

G4.B3.S1 Provide opportunities for students to attend tutoring programs.

Action Step 1

Use data to set goals, provide interventions and enrichment/tutoring programs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, data chats, and site generated assessments.

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

Following FCIM model, monthly data reprotos will be generated and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Our goal for the 2013-2014 school year is to increase the number of on-time graduates achieving college ready scores on the Postsecondary Education Readiness Test (PERT), SAT, and or ACT by one percentage point to 87%.

G5.B1 Students have limited exposure to test preparation activities.

G5.B1.S1 Increase the number of students taking the SAT and/or ACT.

Action Step 1

Students will have opportunity for tutoring classes during lunch with emphasis on PERT, SAT and ACT preparation. Math.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Students will have opportunity for tutoring classes during lunch with emphasis on PERT, SAT and ACT preparation. Math.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 3

Provide Math for College Readiness courses for student preparation.

Person or Persons Responsible

Teachers, Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Site based assessments and results of student authentic work.

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests

G6. On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.

G6.B1 The area of deficiency as noted on the 2013 EOC Algebra I ,was Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need more in interpreting inductive reasoning strategies, identifying relationships and patterns as it relates to real world applications, hands on experiences, pacing and problem solving.

G6.B1.S1 The Math departments will develop and implement a problem solving protocol for students to use.

Action Step 1

Students will be provided with additional opportunities to solve multistep equations and to develop strategies for identifying operations in different types of real-world problems. Identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Person or Persons Responsible

Mathematics Department Teachers, Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Group Meeting/Feedback/ Departmental Lesson Plans/Best Practice/Student work and Site generated assessments.

Facilitator:

Department Chairperson

Participants:

Mathematics Department

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

Folowing FCIM model, monthly assessment data will be analyzed and instruction modified as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Interim assessments, classroom assignments, student work, quizzes and tests.

Plan to Monitor Effectiveness of G6.B1.S1

Following FCIM model, monthly assessments data will be analyzed and instruction modified as needed using.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G6.B2 Students experience great difficulty in solving multistep equations, especially identifying the correct operation for each step. According to the 2013 Algebra 1 EOC level 4 and 5 students had most difficulty with Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B2.S1 Provide opportunities for students to solve non-routine and open ended real world problems.

Action Step 1

Provide opportunities for students to practice solving and graphing quadratic equations, both with and without technology that involve real world applications.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Following the FCIM model, monthly assessment dat reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, monthly assessment dat reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests. Pearson Series and Interim Assessments.

G7. On the 2013 Geometry EOC 31% of students scored level 3 and 56% of students scored at level 4 or 5.

G7.B1 The area of deficiency as noted on the 2013 EOC Geometry for students scoring at level 3 was Strand 2; Trigonometry, and Discrete Mathematics due to lack of hands on activities, real world applications and opportunities for tutoring.

G7.B1.S1 The Math departments will develop and implement a problem solving protocol for students to use.

Action Step 1

Develop departmental guidelines for students learning notebooks for Geometry to maximize student achievement. Provide peer tutoring before school and /or during lunch.

Person or Persons Responsible

Teachers,Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

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

Following FCIM model, monthly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, Interim Assessmetns and student authentic work. .

Plan to Monitor Effectiveness of G7.B1.S1

Following FCIM model, monthly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) Formative: Baseline and Interim Assessments. Summative; Quizzes/Tests

G7.B2 The area of deficiency as noted on the 2013 EOC Geometry for students scoring at level 4 or above was Strand 2; Trigonometry, and Discrete Mathematics due to lack of hands on activities, real world applications and opportunities for tutoring.

G7.B2.S1 Provide opportunities for students to create problem solving activities requiring non-routine and open ended real world problems.

Action Step 1

Students will utilize guidelines on how to journal in order to identify concepts and eliminate misconceptions as well as practice solving quadratic equations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student's authentic work, quizzes/tests, site generated assessments including benchmarks.

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

Following FCIM model, monthly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G7.B2.S1

Following FCIM model, monthly assessments data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments.

G8. On the 2013 Biology EOC 38% of students scored Level 3 proficiency and 57% of students scored Level 4 or 5 proficiency.

G8.B1 According to the results of the 2013 Biology EOC, students had most difficulty with the Organisms, Populations and Ecosystems reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.

G8.B1.S1 Provide opportunities for students on organisms, populations and ecosystems in order to understand the complex cycle and vocabulary within the context..

Action Step 1

Use of HOT labs and the use of writing science rubric for lab reports to focus on higher order thinking questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 2

Infuse reading strategies and the common core reading standards through the reading of science passages and released EOC questions to provide students with the opportunity to understand and analyze scientific concepts.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Department Chairperson Reading Teacher

Participants:

Science Teachers

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

Following the FCIM model, monthly data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests, site generated mini-assessments and Interim assessments.

G8.B2 According to the results of the 2013 Biology EOC, students had most difficulty with the Organisms, Populations and Ecosystems reporting category. Students need additional practice on inquiry based activities that make connections to real life experiences.

G8.B2.S1 Provide opportunity for students to do more project and inquiry based learning.

Action Step 1

Offer enrichment opportunities such as Fairchild Challenge, SECME, Science & Engineering Fair, science clubs and scientific research.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site assessments. Placement results in competitions and fairs.

Action Step 2

Increase students' abilities to communicate through narrative or visual representations how scientific explanations are refined or revised and relate them to real-world experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessmentst.

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

Following FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments.

G9. Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers

G9.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders enrollment in STEM courses. Lack of time in their schedule because of specialized magnet program.

G9.B1.S1 Provide opportunities for students to participate in rigorous and challenging coursework and/or activities.

Action Step 1

Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 3

Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards/ Common Core as delineated in the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Following the FCIM model, a review of weekly lesson plans, classroom walkthrough log, data analysis through district assessment will be monitored and instruction adjusted as needed.

Person or Persons Responsible

LLT, STEM Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Interim Assessments and Quizzes/Tests

G10. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines. Increase participation in advanced academic courses as related to STEM by at least one percentage point.

G10.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

G10.B1.S1 Increase the number of students taking STEM courses, advanced placement through in-house recruitment fairs and teacher recommendations.

Action Step 1

Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards/ Common Core as delineated in the District Pacing Guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Participation of students in the Fairchild Challenge, Science Bowls, Youth Fair, and other Science related competitions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and competition/fair placement.

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

Following FCIM model, monthly assessments data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: District Interim Assessments and Quizzes/Tests

Plan to Monitor Effectiveness of G10.B1.S1

Monitor a tracking system of student expectation, participation, and performance in STEM competitions. Following FCIM model review data and adjust instruction as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments

G11. Increase opportunities for CTE applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 1%.

G11.B1 Teachers not trained in adding rigorous problem-solving activities to lessons and lack of trained CTSO teachers on staff.

G11.B1.S1 Provide opportunities for students to participate in CTE organizations.

Action Step 1

Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate courses/program for increased rigor, relevance and opportunities for STEM activities. Increase enrollment and participation in Future Business Leaders of America (FBLA) club as well as in Florida Virtual School classes related to Career and Technical Education (CTE).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, participation in events and site generated assessments.

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

Monitor the implementation of the guidelines and timeline for the teacher training and the progress of CTE student competitions and projects and FCIM. Student enrollment in CTO organizations and events.

Person or Persons Responsible

LLT.

Target Dates or Schedule

Quarterly

Evidence of Completion

The percent of students enrolled in CTSO organization and participation in events.

Plan to Monitor Effectiveness of G11.B1.S1

Monitor the implementation of the guidelines and the timeline for teacher training and the progress of CTE student competitions and projects in addition to FCIM. Student enrollment in CTO organizations and events.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments: Participation in competitions , club membership and quizzes/test.
Summative Assessments: Results of the FCAT 2.0 Reading

G12. Increase the number of students meeting proficiency on the U.S. History EOC for the 2013-2014 school year.

G12.B1 Students have limited understanding and knowledge of content specific vocabulary used and taught in U.S. History as well as limited reading levels.

G12.B1.S1 Opportunities will be provided for students to have a more in-depth understanding of how to translate knowledge (lower level thinking questions) into critical analysis and synthesis (middle and higher level thinking questions) on a variety of historical issues.

Action Step 1

Ensure all students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from these assessments are utilized to shape interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

Action Step 2

Students will utilize primary and secondary sources target missed benchmarks as well as to maximize content strengths and areas in need of performance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Review of weekly lesson plans, classroom walkthrough log, data analysis through district assessment and FCIM, as well as in-house assessments.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, Student work and Interim Assessments.

Plan to Monitor Effectiveness of G12.B1.S1

Following FCIM model, monthly assessment data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Interim Assessments and quizzes/tests.

G12.B2 Students have limited understanding and knowledge of content specific vocabulary used and taught in U.S. History as well as limited reading levels.

G12.B2.S1 Provide opportunities for students to examine opposing points of views on a variety of historical events.

Action Step 1

Provide students opportunities to participate in programs provided by the district such as "We the People", or others. students will have the opportunity to analyze and understand their assessment data.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student participation and data chat logs or forms.

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, and site generated assessments.

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

Following FCIM model, monthly assessments data reports will be reviewed and instruction adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G12.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment: Quizzes/Tests and Interim Assessments.

G13. To assist students with the comprehension of the appropriate Code of Student Conduct so that they can be successful in their high school career, while increasing by 1% point, good behavior, attendance, and grade point average of 2.0 or above.

G13.B1 Student's unfamiliarity with attendance/tardy contracts specifying procedures regarding participation in performances, events, artistic demands and possible fatigue from the demands of long rehearsals and distance traveled. Unfamiliarity with the Code of Student Conduct and consequences for non-compliance.

G13.B1.S1 Provide opportunities for students and parents to review the Student Code of Conduct and the NWSA Student Parent Handbook.

Action Step 1

Counselors will provide parents and students review of the student code of conduct, probation policy for NWSA and the consequences for non-compliance.

Person or Persons Responsible

Counselors

Target Dates or Schedule

ongoing

Evidence of Completion

Sign-in logs.

Action Step 2

Grade level assemblies will be held to review the Student Code of Conduct and the NWSA Parent-Student Handbook as well as answer any questions students may have.

Person or Persons Responsible

LLT and Counselors

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Student contracts and sign-in sheets.

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

Monitor of Cognos report and suspension logs as well as other pertinent district reports.

Person or Persons Responsible

LLT and Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly administrative reports.

Plan to Monitor Effectiveness of G13.B1.S1

Monitoring of Cognos reports, suspension report, pertinent district reports and probation contracts.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly meetings and review of various reports .

G13.B2 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

G13.B2.S1 Provide incentive recognition program for students with good attendance and monitor self-attendance through student portal, participation in performances, competitions, and exhibitions. Recognition of student achievements.

Action Step 1

Recognize students with perfect attendance on a monthly basis through classroom programs such as Student of the Month, Certificates or Attendance Honor Wall.

Person or Persons Responsible

Teachers, Counselors, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student recognitions

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

Analyze and monitor Cognos reports and attendance reports following the FCIM model. Adjustments will be made as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student awards and recognitions.

Plan to Monitor Effectiveness of G13.B2.S1

Following the FCIM model, monthly reports dealing with attendance will be monitored and interventions adjusted as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student Incentive logs or programs.

G13.B3 There are limited opportunities to provide Freshman experiences courses in the schedule.

G13.B3.S1 Provide opportunity for 9th grade students to attend a summer transition program.

Action Step 1

Provide 9th grade students with small group sessions to review the pupil progression plan with emphasis on graduation requirements, grade level promotions and transition assistance.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student participation log and semester grades.

Action Step 2

Provide 9th graders with transition assistance through a two week summer session immediately after the end of their 8th grade school year. Small group sessions will take place to review NWSA requirements as well as district policies and requirements.

Person or Persons Responsible

Counselors, teachers and administrators.

Target Dates or Schedule

End of semester two.

Evidence of Completion

Student work and attendance at summer program.

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

Following FCIM model, data reports will be reviewed and necessary adjustments will be made.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Nine week grades and student progress.

Plan to Monitor Effectiveness of G13.B3.S1

Following the FCIM model, data reports will be reviewed and adjustments made as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Nine-week grades, student progress, parent contact logs.

G14. Our goal for the 2013-2014 school year is to maintain the dropout rate at 0.00% (0) and increase the graduation rate from 105 (99%) to percentage points to 100%.

G14.B1 Students not being able to meet the demands of completing portfolio requirement for the Arts program.

G14.B1.S1 Provide opportunities for students to complete their individual arts portfolio online.

Action Step 1

Assist with portfolio preparations and artist statements in each art division.

Person or Persons Responsible

Teachers, Counselors, Dean

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of portfolio and attendance record. .

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

Review portfolios in each division, attendance logs and FCIM.

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Completed portfolios with passing grade and completed graduation requirements

Plan to Monitor Effectiveness of G14.B1.S1

Attendance logs in their senior block for portfolio development.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Course completion and attendance records.

G14.B2 Parents and/or students are unfamiliar with resources available as it relates to graduation requirements or lack motivation to become active participants in their education.

G14.B2.S1 Provide opportunities for parents and students to track academic progress towards graduation.

Action Step 1

Facilitate parent meeting to inform parents of graduation requirements and available resources to ensure students receive the proper support and are apprised of the current graduation status. Seniors will receive credit histories and graduation updates through small group counseling sessions.

Person or Persons Responsible

Counselors, Teachers, Administration

Target Dates or Schedule

First Semester

Evidence of Completion

Attendance logs and Senior contracts.

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

Following FCIM model, student progress monitoring reports will be reviewed and adjustments made as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Per semester

Evidence of Completion

Student grades and course completion as well as graduation requirements satisfied.

Plan to Monitor Effectiveness of G14.B2.S1

Attendance and student progress monitoring reports.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Individual Student History Report

G15. Membership of the PTSA in 2013-2014 school year will increase by 5 percentage points as well as parent engagement at performances, and school sponsored meetings.

G15.B1 Parental support and participation is not consistent at PTSA meetings or events due to distance between the location of the school and that of the community we serve. Students at NWSA live throughout Miami-Dade County since there are no boundary restrictions.

G15.B1.S1 Schedule and promote opportunities for parents to participate in PTSA events as well as school sponsored events..

Action Step 1

Send communications to parents via various media sources inclusive of social media. Parents will continue to be abreast of various types of performances, concert, exhibitions and meetings in order to increase their participation. Provide a centralized and consistent location and follow a schedule for meetings. Important dates of events and performance we be mailed out in the beginning of the school year for better planning.

Person or Persons Responsible

Administration, Deans, PTSA Board, Deans, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance logs, Communication reports, Membership in PTSA.

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

Review draft copies of communications being sent as well as attendance and/or participation in events , functions organization and FCIM

Person or Persons Responsible

LLT

Target Dates or Schedule

Quarterly

Evidence of Completion

Signature logs, ticket sales, and Connect Ed report logs.

Plan to Monitor Effectiveness of G15.B1.S1

Attendance at school sponsored events and PTSA Membership.

Person or Persons Responsible

LLT

Target Dates or Schedule

Per Semester

Evidence of Completion

2014 PTSA Membership and parent participation at school functions.

Coordination and Integration

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

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

Title III services are provided by New World School of the Arts school through ELL district support services to improve the education of immigrant and English Language Learners. Services include tutorial programs, professional development, reading and supplementary instructional materials.

Title X Homeless services at New World School of the Arts include referrals for parents and students to social services agencies and resources such as school supplies for students.

The Nutrition Programs at New World School of the Arts adheres to and implements the nutrition requirements stated in the District Wellness Policy. Also, nutrition education, as per state statute, is taught through physical education at the school. The School Food Service Program, school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.

G1.B1 The area showing minimal growth and would require students to maintain or improve performance Achievement Level 3 as noted on the 2013 administration of the FCAT 2.0 was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text.

G1.B1.S1 Students need opportunities to analyze complex text and text features across the curriculum as well as use informational text to strengthen arguments to support their responses.

PD Opportunity 1

Data Analysis Training, enrichment activities will include SAT preparation in addition to Computer Assisted Reading programs and USA Today. The Language Arts Department will continue to analyze student data , progress monitor and outcome measures for Reading to examine trends, differentiate instruction and set targets for the year.

Facilitator

Department Chairperson. Edusoft Facilitator

Participants

9-12 school-wide

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks.

G2. Our goal for the 2013-2014 school year is to increase the number of students testing college ready on the PERT exam by 1 percentage points to 90%.

G2.B1 Students have limited exposure to test preparation activities.

G2.B1.S1 Provide opportunities for students to participate in activities within and/or outside the school day as related to SAT, ACT and PERT.

PD Opportunity 1

Best Practices on Common Core, Instructional Frameworks effective writing techniques.

Facilitator

Department Chairs

Participants

School-wide all grade levels and all subjects.

Target Dates or Schedule

Ongoing

Evidence of Completion

Best practices evident in lesson plans and while conducting classroom walk throughs.

G3. The results of the 2013 FCAT Writing Test indicate that 91% of the students scored at 3.5 or above. Our goals for the 2014 school year is to increase by 1 percentage point the number of students achieving a Level 3.5 or higher

G3.B1 . The area of deficiency, as noted on the 2013 administration of the FCAT Writing 2.0 was in writing a persuasive essay, where students take a position and present evidence using clear examples of reasoning to support their arguments effectively.

G3.B1.S1 Teach techniques that students can use to formulate a persuasive essay, both short and formal by using the writing process and peer editing strategies.

PD Opportunity 1

Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques and write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade).

Facilitator

Department Chair, Mr. Losa, Mr. Garcia

Participants

All 9th and 10th grade instructional staff and students.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and site generated writing assessments.

G6. On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.

G6.B1 The area of deficiency as noted on the 2013 EOC Algebra I ,was Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need more in interpreting inductive reasoning strategies, identifying relationships and patterns as it relates to real world applications, hands on experiences, pacing and problem solving.

G6.B1.S1 The Math departments will develop and implement a problem solving protocol for students to use.

PD Opportunity 1

Students will be provided with additional opportunities to solve multistep equations and to develop strategies for identifying operations in different types of real-world problems. Identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Facilitator

Department Chairperson

Participants

Mathematics Department

Target Dates or Schedule

Monthly

Evidence of Completion

Group Meeting/Feedback/ Departmental Lesson Plans/Best Practice/Student work and Site generated assessments.

G8. On the 2013 Biology EOC 38% of students scored Level 3 proficiency and 57% of students scored Level 4 or 5 proficiency.

G8.B1 According to the results of the 2013 Biology EOC, students had most difficulty with the Organisms, Populations and Ecosystems reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.

G8.B1.S1 Provide opportunities for students on organisms, populations and ecosystems in order to understand the complex cycle and vocabulary within the context..

PD Opportunity 1

Infuse reading strategies and the common core reading standards through the reading of science passages and released EOC questions to provide students with the opportunity to understand and analyze scientific concepts.

Facilitator

Department Chairperson Reading Teacher

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.	\$1,500
G4.	As noted on the 2013 FCAT Math Assessment 91% of all students met their Annual Measurable Objective.	\$250
G6.	On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.	\$150
G7.	On the 2013 Geometry EOC 31% of students scored level 3 and 56% of students scored at level 4 or 5.	\$1,500
G9.	Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers	\$150
G10.	Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines. Increase participation in advanced academic courses as related to STEM by at least one percentage point.	\$250
G13.	To assist students with the comprehension of the appropriate Code of Student Conduct so that they can be successful in their high school career, while increasing by 1% point, good behavior, attendance, and grade point average of 2.0 or above.	\$400
Total		\$4,200

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Evidence-Based Program	Total
PTSA	\$300	\$0	\$0	\$300
EESAC	\$400	\$500	\$3,000	\$3,900
Total	\$700	\$500	\$3,000	\$4,200

Budget Details

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

G1. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 1 percentage points to 24%. Our goal for the 2013-2014 school year is to maintain levels 4 and 5 student proficiency at 65%.

G1.B5 The area of deficiency as noted by performance data from the 2013 administration of the FCAT 2.0 for students in the lowest quartile not making learning gains was Reporting Category 4, Informational Text and Research Process due to limited exposure to informational text, note taking skills and limited vocabulary comprehension.

G1.B5.S1 Provide opportunities for students to use informational text to strengthen arguments to support their answers.

Action Step 2

Implement Saturday School tutoring and lunchtime tutoring to meet the needs of the students in Reading.

Resource Type

Evidence-Based Program

Resource

Intervention Strategy

Funding Source

EESAC

Amount Needed

\$1,500

G4. As noted on the 2013 FCAT Math Assessment 91% of all students met their Annual Measurable Objective.

G4.B1 Lack of opportunities for tutoring, even though all subgroups met the Annual Measurable Goals.

G4.B1.S1 Provide opportunities for students to attend tutoring programs in mathematics.

Action Step 1

Provide opportunities for students to attend lunch-time tutoring or Saturday program.

Resource Type

Other

Resource

Tutoring Materials

Funding Source

PTSA

Amount Needed

\$150

G4.B3 80% of all students in the lowest quartile made learning gains in Math. 82% of all students in the lowest quartile will make learning gains in Math for 2014. Students need increased experiences with technology and familiarity with test format.

G4.B3.S1 Provide opportunities for students to attend tutoring programs.

Action Step 1

Use data to set goals, provide interventions and enrichment/tutoring programs.

Resource Type

Evidence-Based Materials

Resource

Provide incentive for attending tutoring

Funding Source

EESAC

Amount Needed

\$100

G6. On the 2013-Algebra 1 EOC 44% of the students scored a level 3 and 42% scored a level 4 or 5. Our goal is to increase these levels by one percentage point.

G6.B1 The area of deficiency as noted on the 2013 EOC Algebra I ,was Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need more in interpreting inductive reasoning strategies, identifying relationships and patterns as it relates to real world applications, hands on experiences, pacing and problem solving.

G6.B1.S1 The Math departments will develop and implement a problem solving protocol for students to use.

Action Step 1

Students will be provided with additional opportunities to solve multistep equations and to develop strategies for identifying operations in different types of real-world problems. Identify multiple examples of real-world, multistep problems and provide scaffolding support to students as needed.

Resource Type

Other

Resource

Food for students during lunchtime tutoring

Funding Source

PTSA

Amount Needed

\$150

G7. On the 2013 Geometry EOC 31% of students scored level 3 and 56% of students scored at level 4 or 5.

G7.B1 The area of deficiency as noted on the 2013 EOC Geometry for students scoring at level 3 was Strand 2; Trigonometry, and Discrete Mathematics due to lack of hands on activities, real world applications and opportunities for tutoring.

G7.B1.S1 The Math departments will develop and implement a problem solving protocol for students to use.

Action Step 1

Develop departmental guidelines for students learning notebooks for Geometry to maximize student achievement. Provide peer tutoring before school and /or during lunch.

Resource Type

Evidence-Based Program

Resource

Saturday School Tutoring Program for Reading, Algebra 1, Geometry, Biology, U.S. History

Funding Source

EESAC

Amount Needed

\$1,500

G9. Expand the number of students who pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers

G9.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders enrollment in STEM courses. Lack of time in their schedule because of specialized magnet program.

G9.B1.S1 Provide opportunities for students to participate in rigorous and challenging coursework and/or activities.

Action Step 3

Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards/ Common Core as delineated in the District Pacing Guides.

Resource Type

Evidence-Based Materials

Resource

Materials for activities

Funding Source

EESAC

Amount Needed

\$150

G10. Increase the STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines. Increase participation in advanced academic courses as related to STEM by at least one percentage point.

G10.B1 Students lack proficiency in reading as indicated on the FCAT 2.0 Reading assessment which hinders being enrolled in STEM courses.

G10.B1.S1 Increase the number of students taking STEM courses, advanced placement through in-house recruitment fairs and teacher recommendations.

Action Step 2

Participation of students in the Fairchild Challenge, Science Bowls, Youth Fair, and other Science related competitions.

Resource Type

Evidence-Based Materials

Resource

Registration, and travel to participate in competitions and fairs.

Funding Source

EESAC

Amount Needed

\$250

G13. To assist students with the comprehension of the appropriate Code of Student Conduct so that they can be successful in their high school career, while increasing by 1% point, good behavior, attendance, and grade point average of 2.0 or above.

G13.B2 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

G13.B2.S1 Provide incentive recognition program for students with good attendance and monitor self-attendance through student portal, participation in performances, competitions, and exhibitions. Recognition of student achievements.

Action Step 1

Recognize students with perfect attendance on a monthly basis through classroom programs such as Student of the Month, Certificates or Attendance Honor Wall.

Resource Type

Other

Resource

Provide rewards and incentives for student achievement such as a luncheon, Silver Knights recognition, etc.

Funding Source

EESAC

Amount Needed

\$400