
2013-2014 SCHOOL IMPROVEMENT PLAN

North Gardens High School
4692F NW 183RD ST
Miami Gardens, FL 33055
786-528-6308

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

North Gardens High School

Principal

Niesha Mack-Freeman

School Advisory Council chair

Maria Regueiro

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

Name	Title
Niesha Mack-Freeman	Principal
Lazara Ramirez	Assistant Principal
Gridell Navarette-Leon	ESE Specialist
Wendy Van Biert	Career and College Coach
Michelle Fajardo	Reading Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

1 Principal , 1 Assistant Principal, 3 Teachers, 1 Instructional Support, 2 Business Community Representatives, 2 Parents, 2 Students, 1 Alternate Student.

Involvement of the SAC in the development of the SIP

Each SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The EESAC's additional responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP)

Activities of the SAC for the upcoming school year

The SAC will be instrumental in writing and reviewing the SIP. The SAC will also allocate SAC funds to further the goals of the SIP. The SAC meets monthly to discuss the School Improvement Plan, to monitor progress toward its goals, and to make changes as necessary to the SIP.

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

SAC funds (\$1750.00) will be used to purchase and fund student based incentives to increase student attendance.

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

North Gardens High School is in compliance with Section 1001.452, F.S.

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:

Niesha Mack-Freeman

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

B.S. – Elementary Education, Florida A & M University;
M.S. – Curriculum, Instruction, & Technology, Nova Southeastern University
Ed.S. – Educational Leadership, Nova Southeastern University
Certification(s):
Elementary Ed.(K-6)
Middle Grades Math (5-9)
Family and Consumer Science (K-12)
Educational Leadership (K-12)
Gifted (Endorsed)

Performance Record

'13 '12 '11 '10 '09
School Grade F F N/A C A
AYP N N N N N
High Standards Rdg. 24 46 58 63 53
High Standards Math 32 68 17 63 54
Lrng Gains-Rdg. 56 51 29 65 70
Lrng Gains-Math 60 72 50 74 69
Gains-Rdg-62 50 25 29 75
Gains-Math-57 63 25 50 76

Lazara Ramirez

Asst Principal

Years as Administrator: 4

Years at Current School: 3

Credentials

Ed,D-Doctor of Education, M.S
 (Educational
 Leadership), M.S.
 (TSOL), B.A.
 (Elementary
 Education)
 Educational
 Leadership,(all Levels)
 Elementary
 Education,
 (grades K- 6)
 English For
 Speakers of
 Other Languages
 (ESOL),
 Endorsement
 Foreign
 Language-
 Spanish,(grades
 K-12)
 Prekindergarten/Primary
 Education, (age
 3 –Grade3)
 Exceptional Student Education (Grade K-12)

Performance Record

13 12 11 10 09
 School Grade N/A N/A A D A
 AYP N/A Y N N N
 High Standards Rdg. 60 48 69
 High Standards Math 58 47 62
 Lrng Gains-Rdg. 79 53 58
 Lrng Gains-Math 77 51 74
 Gains-Rdg-25% 87 60 60

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Fajardo

Full-time / School-based

Years as Coach: 1

Years at Current School: 2

Areas

Reading/Literacy

Credentials

B.A in Exceptional Student Education

Certifications:

Exceptional Student Education (Grade K-12)

Reading Endorsement

ESOL Endorsement

Performance Record

13'

School Grade: N/A

High Standards Rdg. NA

High Standards Math NA

Lrng Gains-Rdg. NA

Lrng Gains-Math NA

Gains-Rdg- NA

North Gardens High School did not receive a SIR rating for 2012-2013.. No scores are available.

Classroom Teachers**# of classroom teachers**

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

83%

certified in-field

5, 83%

ESOL endorsed

1, 17%

reading endorsed

1, 17%

with advanced degrees

1, 17%

National Board Certified

0, 0%

first-year teachers

2, 33%

with 1-5 years of experience

6, 100%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. North Gardens High School and Accelerated Learning Solutions (ALS) includes individual professional development, mentors, peer classroom visits, and support from administration.
2. Principal attends recruiting job fairs and works through job request results from postings done by the corporate HR offices.
3. Celebrate/Recognize Teachers - Faculty and staff
4. Professional Learning Communities weekly meetings with administration, school based coaching staff, and corporate staff (if needed) Principal, School Based Coaching Staff, Corporate Support Staff
5. All teachers are provided with staff development opportunities that support current implementation of programs such as APEX. Reading Plus and student assessments such as FAIR, FCAT, and county mandated progress monitoring and diagnostic tests - Principal, School Based Coaching Staff, Corporate Support Staff

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

Wendy Van Biert, mentor – 25 years experience teaching mentors the following teachers:
 Mr. Frank Berna is a second year teacher.
 Ms. Eniola Dada is a first year teacher.
 Ms. Solape Dada is a first year teacher.
 Shelly Leger is a second year teacher.

Ms. Van Biert will conduct classroom observations and follow-up to address best practices in the area of classroom management. She will meet with mentees regularly to discuss individual student attendance and academic data and discuss strategies for improving both. The mentees and mentor will meet as a group biweekly to discuss concerns, celebrate successes and share advice regarding both teaching and administrative duties.

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

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

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the Miami-Dade County Public Schools four-step problem solving model/process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students and school. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

The role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan and how the Rtl Problem-solving process is used in developing and implementing the SIP is as follows:

- Provide or coordinate valuable and continuous professional development
- Assign Instructional Assistant to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Classroom Teacher

- Keep ongoing progress monitoring notes.
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity.

Principal/Assistant Principal

Principal-Niesha Mack-Freeman:

- Ensure commitment and allocate resources to support the Rtl implementation and MTSS.
- Provides a common vision for the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl.
- Ensure that the implementation of the interventions support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities and acts as the school contact.
- Facilitate implementation of the MTSS problem-solving process in the building.

Assistant Principal-Lazara Ramirez:

- Monitor the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl.
- Assist in the monitoring of interventions support and documentation.

- Ensure adequate professional development to support RtI implementation.
- Communicate with parents regarding school-based MTSS/RtI plans and activities.

ESE Teacher/Staffing Specialist

ESE Specialist-Grisdell Navarrete:

- Provides interventions to the special education students through the RtI process.
- Delivers lessons using specified instructional techniques.
- Ensures that special education student's academic goals and specified IEP objectives are measurable and current.
- Monitors student data and collaborates with principal, teachers, students, and parents to discuss findings.
- Consult with MTSS Team regarding intensive interventions.
- Incorporate MTSS data when making eligibility decisions

Reading Specialist-Michelle Fajardo:

- Provides guidance on the School-wide Reading plan.
- Facilitates and supports data collection activities
- Assists with early intervention services for at-risk students
- Participates in the design and delivery of professional development
- Provides support for assessment and implementation monitoring.

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

The MTSS/RTI TEAM team will meet on a bi-monthly basis to consider students for recommendation or already recommended; Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations.

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

North Gardens High School utilizes district adopted data management system, Edusoft/Thinkgate to analyze the results of district and state assessments. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The MTSS/RTI team will have an initial PD for all faculties in August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on MTSS/RtI Team.

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: Summer Program**Minutes added to school year: 2,160**

The extended academic year allows for students to improve GPAs and accelerate their progress. Students are highly engaged in instruction in their core academic subjects through the APEX curriculum. Students are led in dry labs and small group instruction by highly qualified teachers. Teachers are involved in various professional development trainings throughout the school year with emphasis to increase student achievement.

Tutoring in Reading, Algebra 1, Geometry, Biology, and US History will be provided.

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?

Progress Reports, Attendance Reports, graduation data. Fall and Spring Interim Assessment, Student Data Chats.

Who is responsible for monitoring implementation of this strategy?

Reading Coach, Principal and Assistant Principal will analyze effectiveness and identify areas in need of remediation.

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

Name	Title
Niesha Mack-Freeman,	Principal
Lazara Ramirez	Assistant Principal
Michelle Fajardo	Reading Coach
Grisdell Navarette-Leon	SPED Teacher
Wendy VanBiert	Career Coach

How the school-based LLT functions

As the school's head instructional leader, the principal will ensure the school's culture and vision aligns with the state's literacy achievement focus and requirements. The assistant principal will monitor the effectiveness of the school literacy plan that outlines reading interventions for all students. The Instructional Coaches will participate in Literacy Professional Developments and follow the school wide reading plan. The Literacy Leadership Team (LLT) will guide and support all teachers on the implementation of the Common Core State standards. Evidence of effective reading strategies used in the classrooms will be measured through student portfolios, student work displays, the student use of SQ3R notes, and student data binders. The LLT will meet mAs the school's head instructional leader, the principal will ensure the school's culture and vision aligns with the state's literacy achievement focus and requirements. The assistant principal will monitor the effectiveness of the school literacy plan that

outlines reading interventions for all students. The Instructional Coaches will participate in Literacy Professional Developments and follow the school wide reading plan. The Literacy Leadership Team (LLT) will guide and support all teachers on the implementation of the Common Core State standards. Evidence of effective reading strategies used in the classrooms will be measured through student portfolios, student work displays, the student use of SQ3R notes, and student data binders. The LLT will meet monthly to discuss the student progress and the effectiveness of the school literacy plan. Classroom walk-throughs will be conducted periodically by the Principal, Assistant Principal, and other principal appointee. Monthly to discuss the student progress and the effectiveness of the school literacy plan. Classroom walk-throughs will be conducted periodically by the Principal, Assistant Principal, and other principal appointee.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team (LLT) this year are to increase student learning gains by incorporating reading interventions and writing throughout every subject area in addition to, daily pull-out groups. This will involve providing blended instruction that will accelerate literacy growth. Credit Recovery courses and College Readiness enrichment courses will also be offered as a preparatory program for students who are ready for post secondary level. Ongoing review of data progress monitoring will be used to identify students who are meeting or exceeding benchmarks and students that are at moderate or high risk for not meeting benchmarks. The LLT will collaborate regularly to share best practices, problem solve, and identify professional development and resources needed to enhance and enrich student academic performance.

Every Teacher Contributes to Reading Instruction

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

All teachers in the areas of Mathematics, Science, Social Studies, and English will implement the following Reading strategies: Graphic Organizers, CRISIS strategies, and FCAT Reading Task Cards. Implementation of these strategies will be monitored through classroom observation, walkthroughs, APEX Assessments, and course specific Progress Monitoring Logs.

College and Career Readiness

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

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

The school utilizes School Connect, a program that encourages students and teachers to apply classroom skills to real-life problems and issues.

Students who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

An Integrated Math I and II course will also be offered. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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

The Career and College Coach monitors students' academic progress and potential career choices, guiding students toward post-secondary options of interest. Every student meets one-on-one with the Assistant Principal, Career Counselor, and Advisory Teacher to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website.

Strategies for improving student readiness for the public postsecondary level

North Gardens High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post-secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. There will also provide presentations from professional representatives of post-secondary programs.

All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the post-secondary level. A series of integrated math courses will be offered as well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams.

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	10%	14%	Yes	18%
American Indian				
Asian				
Black/African American	10%	12%	Yes	18%
Hispanic	8%	12%	Yes	17%
White				
English language learners				
Students with disabilities	8%	0%	No	17%
Economically disadvantaged	8%	5%	No	17%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	9%	13%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		16%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	20	26%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**High School Mathematics**

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

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

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		16%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		13%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

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

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		24%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		2%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	248	40%	39%
Students in ninth grade with one or more absences within the first 20 days	90	26%	23%
Students in ninth grade who fail two or more courses in any subject	1	3%	2%
Students with grade point average less than 2.0	21	38%	37%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	67	11%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	239	44%	42%
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)	39	31%	33%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	18	27%	29%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

Parents are invited to attend orientation meetings twice per year. They receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and teachers are available by phone and in person during school hours. We encourage all contact with parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal is to obtain a 50 % Parent Involvement in school activities, workshops, parent conferences.	10	9%	13%
Our goals is to obtain parents attendance at parent engagement opportunities from 18% to 24%.	5	18%	24%

Goals Summary

- G1.** Our goal for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.
- G2.** Our goal for the 2013-14 school year is to raise the percentage of students scoring a level 3 in the FCAT 2.0 from 12% to 18%.
- G3.** Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 10% to 16%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.
- G4.** Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 6% to 13%.
- G5.** Our goal for the 2013-2014 school year is to raise the percentage of students scoring level 4 and above on the FCAT Reading 2.0 from 3% to 5%.
- G6.** Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.
- G7.** According to District data, our goal for the 2013-2014 school year is to increase learning gains for the lower 25% from 67% to 70%.
- G8.** Our CELLA listening and speaking goal for the 2013-2014 school year is to raise the proficiency percentage from 36% to 42%.
- G9.** Our CELLA Reading goal for the 2013-2014 school year is to increase the proficiency percentage from 7% to 16%.
- G10.** Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.
- G11.** Our CELLA writing goal for the 2013-2014 school year is to increase proficiency from 14% to 23%.
- G12.** Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.
- G13.** Our Biology I goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 18% to 24%. Our goal for students scoring at level 4 is 2% for 2013-14.

Goals Detail

G1. Our goal for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Family Support/Student Services, Career Counseling

Targeted Barriers to Achieving the Goal

- Student population that is served are at-risk students who are over-aged for current grade level; low performing and disengaged from school.
- Student population that is served are at-risk students who have a high truancy rate.

Plan to Monitor Progress Toward the Goal

Review credit completion reports and graduation reports.

Person or Persons Responsible

Principal/Assistant Principal/Data Input Specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

Graduation reports

G2. Our goal for the 2013-14 school year is to raise the percentage of students scoring a level 3 in the FCAT 2.0 from 12% to 18%.

Targets Supported

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

Resources Available to Support the Goal

- Reading Plus Read Around, My Virtual Reading Coach, Vocabulary Through Morphemes, Reading Tutorials, Florida Achieves, Building Vocabulary Skills

Targeted Barriers to Achieving the Goal

- Students lack exposure to and understanding of basic vocabulary. And they lack knowledge of independent word-learning strategies.

Plan to Monitor Progress Toward the Goal

Administer Baseline and Interim Assessments, the MAZE portion of the FAIR, monitor grade level increases in vocabulary in Reading Plus or My Virtual Reading Coach, administer the GAIN test, administer Florida Achieves assessments.

Person or Persons Responsible

Principal/Assistant Principal/Reading Coach/SPED Teacher

Target Dates or Schedule:

August/October/November/February/April

Evidence of Completion:

Results from: Baseline and Interim Assessments, the MAZE portion of the FAIR, vocabulary reports in Reading Plus or My Virtual Reading Coach, the GAIN test, Florida Achieves assessments.

G3. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 10% to 16%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Apex Curriculum, Algebra 1 textbooks, EOC Tutorial Sessions, Khan Academy, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal

- The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.

Plan to Monitor Progress Toward the Goal

Review of Edusoft data and Apex Student Summary Sheets

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Edusoft scores, Apex Course Completions

G4. Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 6% to 13%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Apex curriculum, geometry textbooks, Khan Academy, EOC Tutorial Sessions, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal

- The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics

Plan to Monitor Progress Toward the Goal

Edusoft data reports for topic tests, Apex course progress reports

Person or Persons Responsible

Principal/Assistant Principal/Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Edusoft data reports

G5. Our goal for the 2013-2014 school year is to raise the percentage of students scoring level 4 and above on the FCAT Reading 2.0 from 3% to 5%.

Targets Supported

Resources Available to Support the Goal

- Reading Plus See Reader and Read Around, My Virtual Reading Coach, Jamestown Navigator, Reading Tutorials, Florida Achieves, Reading Coach, classroom teacher

Targeted Barriers to Achieving the Goal

- Students lack the requisite skills to analyze a wide variety of informational texts.

Plan to Monitor Progress Toward the Goal

Review results of Apex Assessments, Baseline and Interim Assessments, FAIR Test, Reading Plus progress, Florida Achieves Assessments, GAIN Assessment, FCAT 2.0.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist, ESE Specialist, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Review results of Apex Assessments, Baseline and Interim Assessments, FAIR Test, Reading Plus progress, Florida Achieves Assessments, GAIN Assessment, FCAT 2.0.

G6. Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.

Targets Supported

Resources Available to Support the Goal

- Apex Curriculum, Reading Plus , My Virtual Reading Coach, Jamestown Navigator, Vocabulary Through Morphemes, Reading Tutorials, Florida Achieves, Building Vocabulary Skills, teachers, coaches and staff

Targeted Barriers to Achieving the Goal

- Some students have difficulty identifying the main idea of texts which impedes reading comprehension overall.

Plan to Monitor Progress Toward the Goal

Review results from: Baseline and Interim Assessments, the MAZE portion of the FAIR, reports in Reading Plus or My Virtual Reading Coach, the GAIN Assessment, Florida Achieves assessments and FCAT 2.0.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist, ESE Specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from: Baseline and Interim Assessments, the MAZE portion of the FAIR, reports in Reading Plus or My Virtual Reading Coach, the GAIN Assessment, Florida Achieves Assessments, and FCAT 2.0.

G7. According to District data, our goal for the 2013-2014 school year is to increase learning gains for the lower 25% from 67% to 70%.

Targets Supported

Resources Available to Support the Goal

- Reading Plus: See Reader and Read Around, My Virtual Reading Coach, Jamestown Navigator, Reading Tutorials, Florida Achieves, Apex Learning literacy advantage courses.

Targeted Barriers to Achieving the Goal

- Students have difficulty making inferences, drawing conclusions, and identifying implied main ideas and the author's purpose.

Plan to Monitor Progress Toward the Goal

Review student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, FAIR Assessment, GAIN Assessment, Interim Assessments, FCAT2.0.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist, ESE Specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, FAIR Assessment, GAIN Assessment, Interim Assessments, FCAT2.0.

G8. Our CELLA listening and speaking goal for the 2013-2014 school year is to raise the proficiency percentage from 36% to 42%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- My Virtual Reading Coach, Jamestown Navigator

Targeted Barriers to Achieving the Goal

- Students lack Cognitive Academic Language Proficiency (CALP). This includes listening, speaking, reading, and writing about subject area content material.

Plan to Monitor Progress Toward the Goal

Continuously review progress in in My Virtual Reading Coach, assess oral reading fluency with running records. Administer the CELLA assessment.

Person or Persons Responsible

Teachers, Reading Specialist, Principal, Assistant Principal

Target Dates or Schedule:

Ongoing - CELLA (March/April)

Evidence of Completion:

Progress reports in in My Virtual Reading Coach, results from running records. CELLA test results

G9. Our CELLA Reading goal for the 2013-2014 school year is to increase the proficiency percentage from 7% to 16%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- My Virtual Reading Coach, Jamestown Navigator

Targeted Barriers to Achieving the Goal

- ELL students lack basic literacy skills needed to comprehend grade-level content.

Plan to Monitor Progress Toward the Goal

Analyze results from the FAIR Assessment, monitor progress in APEX, My Virtual Reading Coach, CELLA Assessment, GAIN Assessment and FCAT 2.0 Assessment.

Person or Persons Responsible

Reading Specialist, Principal, Assistant Principal

Target Dates or Schedule:

Ongoing - FAIR (August, November, April) CELLA (March/April) GAIN (every 120 days until progress is shown) FCAT 2.0 (October, April)

Evidence of Completion:

Results from the FAIR Assessment, monitor progress in APEX, My Virtual Reading Coach, CELLA Assessment, GAIN Assessment, and FCAT 2.0 Assessment.

G10. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.

Targets Supported

- Writing

Resources Available to Support the Goal

- District and teacher developed grade level writing prompts

Targeted Barriers to Achieving the Goal

- Students lack the ability to add layered support in the body of their essays.

Plan to Monitor Progress Toward the Goal

Review of writing prompts results by teachers followed by redirection of writing initiative if necessary.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student scores on writing prompts.

G11. Our CELLA writing goal for the 2013-2014 school year is to increase proficiency from 14% to 23%.

Targets Supported

- Writing

Resources Available to Support the Goal

- My Virtual Reading Coach (grammar and vocabulary), tutorial groups, Apex Literacy Advantage courses, writing prompts, editing guidelines.

Targeted Barriers to Achieving the Goal

- Students lack the necessary skills to elaborate and support the points made in their writing.
Students lack an understanding of basic English grammar.

Plan to Monitor Progress Toward the Goal

Monitor progress in Apex English classes, CELLA writing, and FCAT Writing.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, teachers

Target Dates or Schedule:

Ongoing - FCAT (February), CELLA (March-April)

Evidence of Completion:

Grades on writing assignments in English courses, CELLA writing results, FCAT Writing results.

G12. Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Plus, GAIN Assessment, Florida Achieves

Targeted Barriers to Achieving the Goal

- Students are not ready for success in college level classes.

Plan to Monitor Progress Toward the Goal

Results of the 2014 Pert Test.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

February

Evidence of Completion:

Results of the 2014 Pert Test

G13. Our Biology I goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 18% to 24%. Our goal for students scoring at level 4 is 2% for 2013-14.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Apex Curriculum, Biology 1 textbooks, EOC Tutorial Sessions, Gizmos, FCAT Explorer, SQ3R Note Taking Technique.
- Apex Curriculum, Biology 1 textbooks, EOC Tutorial Sessions, Gizmos, FCAT Explorer, SQ3R Note Taking Technique.

Targeted Barriers to Achieving the Goal

- Students lack conceptual understanding of Biology.

Plan to Monitor Progress Toward the Goal

Review of Edusoft data and Apex Student Summary Sheets

Person or Persons Responsible

Principal/Assistant Principal/ Advisory Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Edusoft scores, Apex Course Completions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.

G1.B1 Student population that is served are at-risk students who are over-aged for current grade level; low performing and disengaged from school.

G1.B1.S1 Students are offered the opportunity to attend a 5 hour morning or afternoon session to complete high school credits. Students are served in a smaller setting, and learning is personalized to meet the courses students need for graduation.

Action Step 1

Student course work history will be evaluated for creation of the high school graduation plan.

Person or Persons Responsible

Assistant Principal//Data Input Specialist

Target Dates or Schedule

Upon enrollment to the school.

Evidence of Completion

Course histories, student schedule

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

Graduation plan review and course completion monitoring.

Person or Persons Responsible

Principal/AssistantPrincipal/Career Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Course histories and course completions

Plan to Monitor Effectiveness of G1.B1.S1

Review Credits Earned reports generated from STARS.

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Earned Credit reports from STARS

G1.B2 Student population that is served are at-risk students who have a high truancy rate.

G1.B2.S1 Provide students with information during orientation regarding the negative consequences of truancy including driver's license suspensions. Parents will be provided with the attendance policy at the time of application and in the Parent/Student Handbook. Students and parents will have access to daily attendance via the My Success Dashboard.

Action Step 1

All students will become familiar with the attendance policy and attendance requirements for credit. Parents will be notified and informed via phone the same day a student is absent. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. Credit will be withheld for students with 10 or more unexcused absences until attendance improves.

Person or Persons Responsible

Administration/Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Attendance contracts and attendance bulletins

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

Review attendance percentage from Executive Information Reports found in STARS.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

Attendance percentage data EIS reports.

Plan to Monitor Effectiveness of G1.B2.S1

Monitor daily/monthly attendance reports.

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily/Monthly

Evidence of Completion

Attendance percentage increases in EIS reports

G2. Our goal for the 2013-14 school year is to raise the percentage of students scoring a level 3 in the FCAT 2.0 from 12% to 18%.

G2.B1 Students lack exposure to and understanding of basic vocabulary. And they lack knowledge of independent word-learning strategies.

G2.B1.S1 All teachers will employ direct instruction of vocabulary in their content areas including pre-teaching vocabulary before reading, exposing students repeatedly to vocabulary in different contexts, analyzing word roots and affixes(suffixes and prefixes) of vocabulary words and implementing strategies such as vocabulary word maps and multiple meaning maps. Teachers will show students independent word-learning strategies including the use of context clues, the use of word parts, and the efficient use of text features. Teachers will instruct students on the SQ3R note taking technique used in the Apex curriculum to obtain meaning from high level texts. Teachers will also expose students indirectly to new vocabulary through the use of high-quality oral language and exposure to reading selections of varying text complexity.

Action Step 1

Personal, Career and Social Curriculum to reinforce literacy and incorporate CTE skills will be implemented.

Person or Persons Responsible

Career Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coursework, Pacing Guide Completion

Action Step 2

Teachers will receive professional development in reading and vocabulary strategies.

Person or Persons Responsible

Reading Specialist

Target Dates or Schedule

August 2013 -March 2014

Evidence of Completion

Professional Development Rosters

Facilitator:

Reading Specialist

Participants:

All teachers

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

Classroom walk-throughs and observations

Person or Persons Responsible

Principal/Assistant, Principal/Reading Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Student notebooks, class observations

Plan to Monitor Effectiveness of G2.B1.S1

District topic tests, Apex Tests and Quizzes

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft reports, Apex Student Summary Reports

G3. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 10% to 16%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

G3.B1 The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.

G3.B1.S1 Develop departmental guidelines for all student learning notebooks designed to increase student achievements. Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections. As well as, Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Provide opportunities for applied algebraic mathematics concepts during additional scientific exploration activities (STEM).

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science course APEX summary report

Action Step 2

Alignment of Apex Algebra 1 curriculum to district topic tests in Algebra 1.

Person or Persons Responsible

Algebra Team

Target Dates or Schedule

September/October 2013

Evidence of Completion

Alignment plan and administration of district topic tests.

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

Administration of topic tests, Apex tests and quizzes, Apex Practice Sheets

Person or Persons Responsible

Advisory teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, Graded Apex Tests, Quizzes, and Practice Sheets

Plan to Monitor Effectiveness of G3.B1.S1

Topic test data from Edusoft, and APEX Materials

Person or Persons Responsible

Principal/Assistant Principal/ Advisory Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft scores demonstrate gains. Completion of Apex Student Summary Sheets.

G4. Our geometry goal for 2013-14 is to raise proficiency for students scoring at level 3 from 6% to 13%.

G4.B1 The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics

G4.B1.S1 Develop departmental guidelines for all student learning notebooks designed to increase student achievements. Provide opportunities for students to practice the content so they will be able to do the following: find the length, midpoint, and one of the endpoints of a segment, determine measures of interior and exterior angles of regular polygons, solve problems related to circles and find measures of arcs, identify the center and radius of a circle given its equation and identify the equation of a circle given its center and radius or graph, and use properties of congruent and similar polygons to solve mathematical or real-world problems. Solve problems by using or deriving formulas for perimeter and area of polygons and composite figures and determine how changes in dimensions affect the perimeter and area of common geometric figures with a maximum of six sides. Use coordinate geometry to find measures and determine characteristics of congruent, regular, and similar quadrilaterals. Solve real-world problems of right triangles by applying one or more of the following: the Pythagorean Theorem, geometric mean, and properties of 30-60-90 triangles or 45-45-90 triangles. Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems.

Action Step 1

Provide opportunities for applied geometric mathematics concepts during additional scientific exploration activities. (STEM)

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science course APEX summary report

Action Step 2

Alignment of Apex curriculum to district topic tests in geometry.

Person or Persons Responsible

Geometry Team

Target Dates or Schedule

August/September

Evidence of Completion

Alignment plan

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

Administration of topic tests, Apex tests and quizzes, Apex Practice Sheets

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, Graded Apex Tests, Quizzes, and Practice Sheets

Plan to Monitor Effectiveness of G4.B1.S1

Topic test data from Edusoft, Apex Tests and Quizzes, Apex Practice Sheets, class observations and walk throughs

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft data reports, Results from Apex Tests and Quizzes

G5. Our goal for the 2013-2014 school year is to raise the percentage of students scoring level 4 and above on the FCAT Reading 2.0 from 3% to 5%.

G5.B1 Students lack the requisite skills to analyze a wide variety of informational texts.

G5.B1.S1 Teachers will expose students to a wider variety of nonfiction texts including primary sources (historical documents, diaries, letters, etc.), secondary sources (articles, editorials, etc.), and functional materials (consumer documents, brochures and websites). Teachers will require students to research information from multiple sources, annotate texts and gather evidence to support a claim.

Action Step 1

Teachers and Reading Coach will incorporate a wide variety of texts. Teachers will build background knowledge before reading texts and help students use active reading strategies to make sense of texts. Students will use active reading strategies such as SQ3R to read nonfiction texts. Students will interact with texts to research information, gather evidence, analyze and synthesize material.

Person or Persons Responsible

Teachers, Reading Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Apex and Reading Plus Curriculum, classroom observations, student notebooks.

Facilitator:

Reading Specialist

Participants:

All Teachers

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

Classroom observations

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations, student notebooks, anecdotal records

Plan to Monitor Effectiveness of G5.B1.S1

Review results of Apex Assessments, Baseline and Interim Assessments, FAIR Test, Reading Plus progress, Florida Achieves Assessments, GAIN Assessment.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist, ESE Specialist, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of Apex Assessments, Baseline and Interim Assessments, FAIR Test, Reading Plus progress, Florida Achieves Assessments, GAIN Assessments.

G6. Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.

G6.B1 Some students have difficulty identifying the main idea of texts which impedes reading comprehension overall.

G6.B1.S1 Teachers will incorporate a variety of strategies to accommodate differing learning styles. Oral reading, mapping, graphic organizers or all kinds, and class discussions will be encouraged as a means of helping students identify details in texts and draw more subtle inferences. Peer editing of short papers will guide students toward a better understanding of audience, purpose and meaning.

Action Step 1

Create tutorial groups, train teachers, monitor Reading Plus and My Virtual Reading Coach

Person or Persons Responsible

Teachers, Reading Specialist

Target Dates or Schedule

Ongoing PD (August, September, October, November, January, February, March)

Evidence of Completion

Professional development sign in sheet, tutorial group rosters, Reading Plus and My Virtual Reading Coach progress monitoring logs.

Facilitator:

Reading Specialist

Participants:

All Teachers

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

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations

Person or Persons Responsible

Reading Specialist, Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations.

Plan to Monitor Effectiveness of G6.B1.S1

Review Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini assessments

Person or Persons Responsible

Teachers, Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from Reading Plus and My Virtual Reading Coach class progress monitoring logs, student notebooks, classroom observations, FL Achieves data based on benchmarks, mini assessments.

G7. According to District data, our goal for the 2013-2014 school year is to increase learning gains for the lower 25% from 67% to 70%.

G7.B1 Students have difficulty making inferences, drawing conclusions, and identifying implied main ideas and the author's purpose.

G7.B1.S1 Graphic organizers (e.g., note taking, mapping); summarization activities: questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); avoiding the interference of prior knowledge when answering a question; • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, on a wide-reading of world literature

Action Step 1

Professional Development for all staff in reading strategies, creation of tutorial groups based on reading level, monitoring Reading Plus and My Virtual Reading Coach progress.

Person or Persons Responsible

Reading Specialist (PD, grouping, monitoring) Teachers (monitoring)

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development sign in sheets, reading tutorial group rosters, Reading Plus and My Virtual Reading Coach class progress reports.

Facilitator:

Reading Specialist

Participants:

All Teachers

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

Review student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, teacher made assessments, Apex progress. Conduct regular classroom observations.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, teacher made assessments, Apex progress. Conduct regular classroom observations.

Plan to Monitor Effectiveness of G7.B1.S1

Review student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, teacher made assessments, Apex progress.

Person or Persons Responsible

Reading Specialist, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student results of Florida Achieves Assessments by benchmark, Reading Plus data, My Virtual Reading Coach data, teacher made assessments, Apex progress.

G8. Our CELLA listening and speaking goal for the 2013-2014 school year is to raise the proficiency percentage from 36% to 42%.

G8.B1 Students lack Cognitive Academic Language Proficiency (CALP). This includes listening, speaking, reading, and writing about subject area content material.

G8.B1.S1 Students will practice English phonics and fluency using My Virtual Reading Coach. Content-based, guided interaction activities will help students develop oral fluency and cognitive academic language proficiency.

Action Step 1

Train teachers on how to use My Virtual Reading Coach. Provide professional development on strategies to use with ESOL students. Identify ESOL students by level.

Person or Persons Responsible

Reading Specialist, Assistant Principal

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional Development sign in sheets, identification of ESOL students in STARS

Facilitator:

Maria Malvar (representative from My Virtual Reading Coach) Reading Specialist

Participants:

All Teachers, Reading Specialist

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

Classroom observations, monitoring of usage in My Virtual Reading Coach.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations, usage reports from My Virtual Reading Coach.

Plan to Monitor Effectiveness of G8.B1.S1

Review progress in in My Virtual Reading Coach, assess oral reading fluency with running records.

Person or Persons Responsible

Reading Specialist, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress reports in in My Virtual Reading Coach, assess oral reading fluency with running records.

G9. Our CELLA Reading goal for the 2013-2014 school year is to increase the proficiency percentage from 7% to 16%.

G9.B1 ELL students lack basic literacy skills needed to comprehend grade-level content.

G9.B1.S1 Teachers will activate prior knowledge, model chunking, provide read aloud material, graphic organizers, story maps, vocabulary, timelines, use reciprocal teaching, context clues, think/pair/share, buddy/partner reading, and summarizing. Teachers will group students together to assist in understanding what they read. Students will practice English phonics, fluency, grammar, and vocabulary daily.

Action Step 1

Identify ESOL students. Place ESOL students in Literacy Advantage courses in Apex for more reading support. Professional development on ESOL reading strategies. Professional development on using the My Virtual Reading Coach program.

Person or Persons Responsible

Assistant Principal, Reading Specialist, My Virtual Reading Coach program Representative (Maria Malvar)

Target Dates or Schedule

Ongoing

Evidence of Completion

ESOL students are identified in STARS and placed in Literacy Advantage courses. Professional development sign in sheets.

Facilitator:

Reading Specialist (PD- reading strategies) Maria Malvar (PD- My Virtual Reading Coach program)

Participants:

All Teachers

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

Classroom observations, monitoring the usage of My Virtual Reading Coach.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist

Target Dates or Schedule

Ongoing (weekly)

Evidence of Completion

Classroom observations, usage reports from My Virtual Reading Coach.

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will monitor student progress in Apex courses and My Virtual Reading Coach. The Reading Coach will monitor progress on the FAIR test.

Person or Persons Responsible

Reading Coach, Teachers

Target Dates or Schedule

Ongoing FAIR (August, November, April)

Evidence of Completion

Student progress monitoring reports from Apex Learning, My Virtual Reading Coach, and the FAIR Assessment.

G10. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.

G10.B1 Students lack the ability to add layered support in the body of their essays.

G10.B1.S1 Create a writing plan to develop the main idea(s) and supporting details. - Assist students to organize their ideas into a logical sequence. -Model effective writing for students. -Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Action Step 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Incorporate and monitor the peer editing revision process. Utilize rubrics to increase the quality of students' writing in their LA courses.

Person or Persons Responsible

English Teachers

Target Dates or Schedule

August -February

Evidence of Completion

Student essays and assignments

Facilitator:

Maria Malvar (My Virtual Reading Coach Representative)

Participants:

All Teachers, Reading Specialist

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

Classroom walk-through and observations

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

On-Going

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G10.B1.S1

Administer and score students' writing prompts using rubrics to monitor students' progress and adjust focus as needed.

Person or Persons Responsible

Principal/Assistant Principal/English Teachers

Target Dates or Schedule

January/February

Evidence of Completion

Students' scores on monthly writing assessments. District Writing Pre / Post- test. 2014 FCAT Writing Assessment

G11. Our CELLA writing goal for the 2013-2014 school year is to increase proficiency from 14% to 23%.

G11.B1 Students lack the necessary skills to elaborate and support the points made in their writing. Students lack an understanding of basic English grammar.

G11.B1.S1 Students will focus on writing in logical sequence and stress elaboration techniques such as concrete examples, statistics, comparisons, real life examples, anecdotes, and facts to develop elaboration and focus. Students will apply grammatical rules learned in My Virtual Reading Coach to their writing.

Action Step 1

Teacher training for My Virtual Reading Coach is needed as well as practice writing prompts and rubrics.

Person or Persons Responsible

Trainer (My Virtual Reading Coach) Reading Director (writing prompts and resources)

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development sign in sheets, copies of writing resources.

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

Regular classroom observations will be conducted and writing samples will be reviewed.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

Ongoing (weekly)

Evidence of Completion

Classroom observations and writing samples

Plan to Monitor Effectiveness of G11.B1.S1

Review writing samples and use editing to improve writing. Conduct mini assessments. Monitor progress in the grammar portion of My Virtual Reading Coach.

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing samples, edited writing samples, essays from Apex Courses, results of mini assessments, progress reports from My Virtual Reading Coach.

G12. Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

G12.B1 Students are not ready for success in college level classes.

G12.B1.S1 Give students required remedial instruction prior to high school graduation. Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading, and writing to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

Action Step 1

Place students in appropriate classes, provide diagnostic assessment and ongoing practice in higher level reading through Reading Plus. Train teachers on how to monitor Reading Plus.

Person or Persons Responsible

The Literacy Leadership team

Target Dates or Schedule

Upon enrollment, ongoing PD (during pre-planning)

Evidence of Completion

Students are in appropriate classes in STARS, Professional development sign-in sheets, progress monitoring reports from Reading Plus.

Facilitator:

Reading Plus Training personnel

Participants:

All Teachers, Administrators, ESE Specialist, Reading Specialist

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

Classroom observations will be conducted. Reading Plus usage reports will be monitored.

Person or Persons Responsible

Principal, Assistant Principal, Reading Specialist (observations), Teachers (monitoring)

Target Dates or Schedule

Daily monitoring, weekly observations

Evidence of Completion

Observations, Reading Plus usage reports

Plan to Monitor Effectiveness of G12.B1.S1

Teachers will monitor data from Reading Plus to assess progress.

Person or Persons Responsible

Teachers, Reading Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Reading Plus reports.

G13. Our Biology I goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 18% to 24%. Our goal for students scoring at level 4 is 2% for 2013-14.

G13.B1 Students lack conceptual understanding of Biology.

G13.B1.S1 Provide opportunities for all students to participate in scientific enrichment activities. Create learning opportunities for students to evaluate scientific explanations and investigations. Students will practice making inferences using critical thinking skills to guide their scientific explorations.

Action Step 1

Alignment of Apex Biology 1 curriculum to district topic tests in Biology 1.

Person or Persons Responsible

Biology Team

Target Dates or Schedule

September/October 2013

Evidence of Completion

Alignment plan and administration of district topic tests.

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

Administration of topic tests, Apex tests and quizzes, Apex Practice Sheets

Person or Persons Responsible

Advisory teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Reports, Graded Apex Tests, Quizzes, and Practice Sheets

Plan to Monitor Effectiveness of G13.B1.S1

Topic test data from Edusoft, and APEX Materials

Person or Persons Responsible

Principal/Assistant Principal/ Advisory Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft scores demonstrate gains. Completion of Apex Student Summary Sheets.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Our goal for the 2013-14 school year is to raise the percentage of students scoring a level 3 in the FCAT 2.0 from 12% to 18%.

G2.B1 Students lack exposure to and understanding of basic vocabulary. And they lack knowledge of independent word-learning strategies.

G2.B1.S1 All teachers will employ direct instruction of vocabulary in their content areas including pre-teaching vocabulary before reading, exposing students repeatedly to vocabulary in different contexts, analyzing word roots and affixes(suffixes and prefixes) of vocabulary words and implementing strategies such as vocabulary word maps and multiple meaning maps. Teachers will show students independent word-learning strategies including the use of context clues, the use of word parts, and the efficient use of text features. Teachers will instruct students on the SQ3R note taking technique used in the Apex curriculum to obtain meaning from high level texts. Teachers will also expose students indirectly to new vocabulary through the use of high-quality oral language and exposure to reading selections of varying text complexity.

PD Opportunity 1

Teachers will receive professional development in reading and vocabulary strategies.

Facilitator

Reading Specialist

Participants

All teachers

Target Dates or Schedule

August 2013 -March 2014

Evidence of Completion

Professional Development Rosters

G5. Our goal for the 2013-2014 school year is to raise the percentage of students scoring level 4 and above on the FCAT Reading 2.0 from 3% to 5%.

G5.B1 Students lack the requisite skills to analyze a wide variety of informational texts.

G5.B1.S1 Teachers will expose students to a wider variety of nonfiction texts including primary sources (historical documents, diaries, letters, etc.), secondary sources (articles, editorials, etc.), and functional materials (consumer documents, brochures and websites). Teachers will require students to research information from multiple sources, annotate texts and gather evidence to support a claim.

PD Opportunity 1

Teachers and Reading Coach will incorporate a wide variety of texts. Teachers will build background knowledge before reading texts and help students use active reading strategies to make sense of texts. Students will use active reading strategies such as SQ3R to read nonfiction texts. Students will interact with texts to research information, gather evidence, analyze and synthesize material.

Facilitator

Reading Specialist

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Apex and Reading Plus Curriculum, classroom observations, student notebooks.

G6. Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.

G6.B1 Some students have difficulty identifying the main idea of texts which impedes reading comprehension overall.

G6.B1.S1 Teachers will incorporate a variety of strategies to accommodate differing learning styles. Oral reading, mapping, graphic organizers or all kinds, and class discussions will be encouraged as a means of helping students identify details in texts and draw more subtle inferences. Peer editing of short papers will guide students toward a better understanding of audience, purpose and meaning.

PD Opportunity 1

Create tutorial groups, train teachers, monitor Reading Plus and My Virtual Reading Coach

Facilitator

Reading Specialist

Participants

All Teachers

Target Dates or Schedule

Ongoing PD (August, September, October, November, January, February, March)

Evidence of Completion

Professional development sign in sheet, tutorial group rosters, Reading Plus and My Virtual Reading Coach progress monitoring logs.

G7. According to District data, our goal for the 2013-2014 school year is to increase learning gains for the lower 25% from 67% to 70%.

G7.B1 Students have difficulty making inferences, drawing conclusions, and identifying implied main ideas and the author's purpose.

G7.B1.S1 Graphic organizers (e.g., note taking, mapping); summarization activities: questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); avoiding the interference of prior knowledge when answering a question; • cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, on a wide-reading of world literature

PD Opportunity 1

Professional Development for all staff in reading strategies, creation of tutorial groups based on reading level, monitoring Reading Plus and My Virtual Reading Coach progress.

Facilitator

Reading Specialist

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development sign in sheets, reading tutorial group rosters, Reading Plus and My Virtual Reading Coach class progress reports.

G8. Our CELLA listening and speaking goal for the 2013-2014 school year is to raise the proficiency percentage from 36% to 42%.

G8.B1 Students lack Cognitive Academic Language Proficiency (CALP). This includes listening, speaking, reading, and writing about subject area content material.

G8.B1.S1 Students will practice English phonics and fluency using My Virtual Reading Coach. Content-based, guided interaction activities will help students develop oral fluency and cognitive academic language proficiency.

PD Opportunity 1

Train teachers on how to use My Virtual Reading Coach. Provide professional development on strategies to use with ESOL students. Identify ESOL students by level.

Facilitator

Maria Malvar (representative from My Virtual Reading Coach) Reading Specialist

Participants

All Teachers, Reading Specialist

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Professional Development sign in sheets, identification of ESOL students in STARS

G9. Our CELLA Reading goal for the 2013-2014 school year is to increase the proficiency percentage from 7% to 16%.

G9.B1 ELL students lack basic literacy skills needed to comprehend grade-level content.

G9.B1.S1 Teachers will activate prior knowledge, model chunking, provide read aloud material, graphic organizers, story maps, vocabulary, timelines, use reciprocal teaching, context clues, think/pair/share, buddy/partner reading, and summarizing. Teachers will group students together to assist in understanding what they read. Students will practice English phonics, fluency, grammar, and vocabulary daily.

PD Opportunity 1

Identify ESOL students. Place ESOL students in Literacy Advantage courses in Apex for more reading support. Professional development on ESOL reading strategies. Professional development on using the My Virtual Reading Coach program.

Facilitator

Reading Specialist (PD- reading strategies) Maria Malvar (PD- My Virtual Reading Coach program)

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

ESOL students are identified in STARS and placed in Literacy Advantage courses. Professional development sign in sheets.

G10. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.

G10.B1 Students lack the ability to add layered support in the body of their essays.

G10.B1.S1 Create a writing plan to develop the main idea(s) and supporting details. - Assist students to organize their ideas into a logical sequence. -Model effective writing for students. -Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

PD Opportunity 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Incorporate and monitor the peer editing revision process. Utilize rubrics to increase the quality of students' writing in their LA courses.

Facilitator

Maria Malvar (My Virtual Reading Coach Representative)

Participants

All Teachers, Reading Specialist

Target Dates or Schedule

August -February

Evidence of Completion

Student essays and assignments

G12. Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

G12.B1 Students are not ready for success in college level classes.

G12.B1.S1 Give students required remedial instruction prior to high school graduation. Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading, and writing to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

PD Opportunity 1

Place students in appropriate classes, provide diagnostic assessment and ongoing practice in higher level reading through Reading Plus. Train teachers on how to monitor Reading Plus.

Facilitator

Reading Plus Training personnel

Participants

All Teachers, Administrators, ESE Specialist, Reading Specialist

Target Dates or Schedule

Upon enrollment, ongoing PD (during pre-planning)

Evidence of Completion

Students are in appropriate classes in STARS, Professional development sign-in sheets, progress monitoring reports from Reading Plus.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.	\$1,750
G3.	Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 10% to 16%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.	\$1,500
G6.	Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.	\$2,000
G10.	Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.	\$1,500
G12.	Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.	\$1,500
G13.	Our Biology I goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 18% to 24%. Our goal for students scoring at level 4 is 2% for 2013-14.	\$1,250
Total		\$9,500

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Technology	Evidence-Based Program
Total	\$9,500	\$8,000	\$1,500
EESAC	\$1,750	\$1,750	
Corporate Office	\$6,250	\$7,750	\$1,500

Budget Details

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

G1. Our goal for the 2013-14 school year is to reduce the number of students dropping out of school from 7% to 5%.

G1.B2 Student population that is served are at-risk students who have a high truancy rate.

G1.B2.S1 Provide students with information during orientation regarding the negative consequences of truancy including driver's license suspensions. Parents will be provided with the attendance policy at the time of application and in the Parent/Student Handbook. Students and parents will have access to daily attendance via the My Success Dashboard.

Action Step 1

All students will become familiar with the attendance policy and attendance requirements for credit. Parents will be notified and informed via phone the same day a student is absent. Students with more than three days of absences will have a conference with the principal. Students with excessive absences will be placed on a contract. Credit will be withheld for students with 10 or more unexcused absences until attendance improves.

Resource Type

Technology

Resource

Computer-based software/Communications program

Funding Source

EESAC

Amount Needed

\$1,750

G3. Our Algebra 1 goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 10% to 16%. Our goal for students scoring at levels 4-5 is 2% for 2013-14.

G3.B1 The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.

G3.B1.S1 Develop departmental guidelines for all student learning notebooks designed to increase student achievements. Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections. As well as, Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Action Step 2

Alignment of Apex Algebra 1 curriculum to district topic tests in Algebra 1.

Resource Type

Evidence-Based Program

Resource

APEX Technology based Math curriculum training

Funding Source

Corporate Office

Amount Needed

\$1,500

G6. Based on District data, our goal for the 2013-2014 school year is to increase learning gains from 68% to 71%.

G6.B1 Some students have difficulty identifying the main idea of texts which impedes reading comprehension overall.

G6.B1.S1 Teachers will incorporate a variety of strategies to accommodate differing learning styles. Oral reading, mapping, graphic organizers or all kinds, and class discussions will be encouraged as a means of helping students identify details in texts and draw more subtle inferences. Peer editing of short papers will guide students toward a better understanding of audience, purpose and meaning.

Action Step 1

Create tutorial groups, train teachers, monitor Reading Plus and My Virtual Reading Coach

Resource Type

Technology

Resource

Technology based Reading curriculum for students

Funding Source

Corporate Office

Amount Needed

\$2,000

G10. Our goal in writing for the 2013-14 school year is to increase the percentage of students scoring between 3.5 and 6.0 from 26% to 33%.

G10.B1 Students lack the ability to add layered support in the body of their essays.

G10.B1.S1 Create a writing plan to develop the main idea(s) and supporting details. - Assist students to organize their ideas into a logical sequence. -Model effective writing for students. -Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply figurative language, voice, word connotations and denotations, and word choice.

Action Step 1

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. Incorporate and monitor the peer editing revision process. Utilize rubrics to increase the quality of students' writing in their LA courses.

Resource Type

Technology

Resource

Technology based Writing curriculum for students

Funding Source

Corporate Office

Amount Needed

\$1,500

G12. Our post-secondary reading readiness goal for 2013-2014 is to increase the number of students scoring college ready on the PERT test by three percentage points.

G12.B1 Students are not ready for success in college level classes.

G12.B1.S1 Give students required remedial instruction prior to high school graduation. Ensure that the remedial instruction mirrors the competencies of the highest level of College preparatory coursework offered at Miami Dade College. Use the diagnostic additions to PERT to provide more detailed analysis of individual students' remediation needs in reading, and writing to help guide instruction tailored to students' specific learning needs in order to accelerate student progression.

Action Step 1

Place students in appropriate classes, provide diagnostic assessment and ongoing practice in higher level reading through Reading Plus. Train teachers on how to monitor Reading Plus.

Resource Type

Technology

Resource

Post-secondary technology based curriculum

Funding Source

Corporate Office

Amount Needed

\$1,500

G13. Our Biology I goal for the 2013-14 school year is to raise proficiency for all students scoring at level 3 from 18% to 24%. Our goal for students scoring at level 4 is 2% for 2013-14.

G13.B1 Students lack conceptual understanding of Biology.

G13.B1.S1 Provide opportunities for all students to participate in scientific enrichment activities. Create learning opportunities for students to evaluate scientific explanations and investigations. Students will practice making inferences using critical thinking skills to guide their scientific explorations.

Action Step 1

Alignment of Apex Biology 1 curriculum to district topic tests in Biology 1.

Resource Type

Technology

Resource

APEX Biology Technology based curriculum for students

Funding Source

Corporate Office

Amount Needed

\$1,250