



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mast Academy

3979 RICKENBACKER CSWY

Key Biscayne, FL 33149

305-365-6278

<http://mast.dade.k12.fl.us/>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

29%

Alternative/ESE Center

No

Charter School

No

Minority Rate

76%

School Grades History

2013-14

A

2012-13

A

2011-12

A

2010-11

A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Mast Academy

Principal

Josephine Otero

School Advisory Council chair

Kevin Mullin

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

Name	Title
Josephine Otero	Principal
Dr. Michael Gould	Assistant Principal
Dr. Maggie Rodriguez	Assistant Principal
Ms. Kimberlie Eidenire	Athletic Director
Ms. Jennifer Fernandez	Activities Director
Dr. Margaret Haun	Lead Teacher
Ms. Dana Ligocki-Vignale	Lead Teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Josephine Otero, Principal; Dr. Maggie Rodriguez, Principal's Alternate; Dr. Julie Hood, UTD Steward; Dana Ligocki, Lead Teacher; Monica Branton, Teacher; Melissa Fernandez, Teacher; Ruth Gutierrez, Teacher; Kevin Mullin, Teacher; Claudia Ochatt, Teacher; Lindsey Peters-Jorge, Teacher; Lilia Avendano, Teacher Alternate; Barbara Jordan, Support Staff, Terry Kralievits, Support Staff Alternate; Deanna Christensen, Parent; Sharon Hickey, Parent; Harold Hickey, Parent; Susan Joch, Parent; Vera Mullery, Parent; Maria Sanchez de Varona, Parent; Rebecca Watford, Parent; Maria Sidlasca, Parent Alternate; Camille Gladioux, Student; Manuel Gorotiza, Student; Daniela Lalinde, Student; Jose Ocana, Student; Mari Hiller, Student Alternate; Barbara Norland, Business Representative; Erica Rule, Community Representative; Evan Forde, Community Representative Alternate

Involvement of the SAC in the development of the SIP

The EESAC will assist in decision making which will affects instruction and the delivery of educational programs. The EESAC will also assist principals in the development of the SIP as well as the schools' budgets.

Activities of the SAC for the upcoming school year

The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. Each EESAC is the sole body responsible for final decision-making relating to implementation of school improvement and accountability.

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

The projected use of funds will go to assist our Engineering and Robotics Team to attend local competitions. As of now, the amount allocated for EESAC is \$4127.00.

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

In Compliance

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

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Josephine Otero		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	BS Business Management and International Business, MS Educational Leadership Business Education Certification 6-12	
Performance Record	'12 '11 '10 '09 '08 School Grade A A A C C High Standards Rdg. 64 72 54 45 42 High Standards Math 59 66 77 69 66 Lrng Gains-Rdg. 74 64 50 52 53 Lrng Gains-Math 72 61 73 67 72 Gains-Rdg-25% 79 64 55 43 54 Gains-Math-25% 66 61 73 59 71 AMO 2011-2012 60% 2012-2013 63%	

Dr. Michael Gould		
Asst Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	Varying Exceptionalities ESOL Special Education Elementary Education EducationalLeadership	
Performance Record	'12 '11 '10 '09 '08 School Grade D C D C C High Standards Rdg 40 41 40 38 39 High Standards Math 38 35 38 37 38 Lrng Gains-Rdg 57 60 57 61 60 Lrng Gains-Math 60 58 60 59 62 Gains-Rdg-25% 64 74 64 76 73 Gains-Math-25% 64 71 64 69 68 AMO Y X X X X	

Dr. Maggie Rodriguez

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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Credentials	Psychology 6-12 English 6-12 Elementary Education K-5 MS Reading K-12 PhD Educational Leadership
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Performance Record	'12 '11 '10 '09 '08 School Grade A A A A B High Standards Rdg. 86 76 72 41 High Standards Math 94 93 84 72 Lrng Gains-Rdg 76 69 68 54 Lrng Gains-Math 97 89 79 80 Gains-Rdg-25% 78 59 63 60 Gains-Math-25% 76 85 63 79
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Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

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

Credentials

Performance Record

Classroom Teachers

of classroom teachers
50

receiving effective rating or higher
50, 100%

Highly Qualified Teachers
52%

certified in-field
46, 92%

ESOL endorsed
4, 8%

reading endorsed

1, 2%

with advanced degrees

24, 48%

National Board Certified

11, 22%

first-year teachers

3, 6%

with 1-5 years of experience

8, 16%

with 6-14 years of experience

19, 38%

with 15 or more years of experience

20, 40%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Maintain, develop, and schedule intense, sustained, and research-based professional development in pedagogy.

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

Mentors and mentees are paired based on department affiliation and compatibility. Our seasoned teachers are asked if they are willing to mentor a beginning teacher. If they agree, they will review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide mentees through various procedures for school activities, field trips, and testing.

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

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

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

The school-based MTSS/RtI Leadership Team will focus meetings around how do we develop and maintain a continuous problem-solving system to bring out the best in our school, our teachers and our students. The team will meet quarterly and after the administration of baseline, quarterly interim and FCAT examinations to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or at moderate risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Josephine Otero - Principal, Dr. Michael Gould and Dr. Maggie Rodriguez - Assistant Principals, Andrea Pastorello - Guidance Counselor, Stella Crespo - Language Arts/Humanities Chairperson, Dana Yancoskie - Mathematics Chairperson, Claudia Ochatt – Science Chairperson, Ana Plana - Vocational Chairperson, Mindy Fernandez - Special Education (SPED) Teacher, Elizabeth Fischer - Gifted Consult Teacher / Reading

Resource Teacher. Each member of the committee will contribute strategies, barriers and various forms of evaluation in order to maintain or increase student achievement.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal: Assists the principal to ensure the school-based team is implementing MTSS/RtI.

Guidance Counselor: Assists with screening programs that provide early intervening services for students considered to be “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring.

Takes chief responsibility for school-home communication in this area. Provides quality services and expertise in intervention with individual students. Student Services staff link child-serving and community agencies that support students and their families facilitating each young person’s academic, emotional, behavioral and social success.

Language Arts/Humanities Chairperson: Provides guidance on the comprehensive reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.

Mathematics/Science Chairperson: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans. Special Education (SPED)

Teacher: Collaborate with general education teachers to facilitate SPED students’ success.

Gifted Consult Teacher: Collaborate with general education teachers to facilitate Gifted students’ success.

Reading Resource Teacher: Brokers technology necessary to manage and display data. Assists with data analysis.

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

Members of the MTSS/RtI Leadership Team will provide ongoing data-driven professional development activities that align to core student goals and staff needs, and outcomes will be communicated with stakeholders. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes will be established and maintained.

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

Baseline data: District baseline examinations for reading, mathematics, and science; Progress Monitoring and Reporting Network (PMRN) or an equivalent such as the Jamestown Reading Navigator Program; Progress Monitoring: PMRN or equivalent such as Jamestown Navigator, FCAT Simulation; Midyear: District interim examinations; End of year: FCAT 2.0, End of Course exams.
Behavior: Monitoring of student referrals and school indoor and outdoor suspension rates.

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

Training will be provided to during early release days to provide support for school staff to understand basic MTSS/RtI principles and procedures.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,000

Teachers begin lessons with a short review of what was instructed in the previous class to assist in building memory recall. Instruction is taught in a step-by-step method. Questioning techniques are used frequently to ensure students' are grasping the lesson. Teachers act as facilitators to students, guiding them through the lesson and activities. Teachers collaborate, plan and attend professional development workshops pertinent to their discipline.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is periodically reviewed and analyzed by administrators and teachers in order to drive instruction. Areas that reflect student strengths" are reinforced. However, emphasis on instruction is placed on students' areas of deficiencies.

Who is responsible for monitoring implementation of this strategy?

Josephine Otero - Principal, Dr. Michael Gould, Assistant Principal, Dr. Maggie Rodriguez - Assistant Principal, Andrea Pastorello - Guidance Counselor

Literacy Leadership Team (LLT)

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

Name	Title
Josephine Otero	Principal
Dr. Michael Gould	Assistant Principal
Dr. Maggie Rodriguez	Assistant Principal
Andrea Pastorello	Guidance Counselor
Stella Crespo	Humanities Department Chairperson
Dana Yancoskie	Mathematics Department Chairperson
Claudia Ochatt	Science Department Chairperson
Mindy Fernandez	Special Education Department Chairperson
Elizabeth Fischer	Gifted Consultant

How the school-based LLT functions

The Literacy Leadership Team will meet during Curriculum Council meetings. They will review benchmark, quarterly assessments, FCAT , Interim Assesments and Advanced Placement data to make modifications in instruction, as needed.

Major initiatives of the LLT

Common Core strategies will be implemented throughout all the disciplines. The utilization of FCAT Reading practice to help students improve fluency, vocabulary and comprehension. The program will be

used to prepare students for the critical reading section of the SAT, and help students build stronger reading skills to ensure their success in AP level courses which require college level reading skills.

Every Teacher Contributes to Reading Instruction

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

Members of the LLT will provide ongoing data-driven professional development activities that align to core student goals and staff needs, and outcomes will be communicated with stakeholders. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes will be established and maintained.

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 rigors of the courses offered at MAST require challenging instruction and support to meet our high standards. Through various intervention strategies, students are afforded extended learning opportunities which assist them in meeting criteria. Our programs are designed to focus on one career of choice. The courses in each program scaffold; leading up to that career choice. This in turn assists our students to become readily prepared for their post-secondary experiences.

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

MAST Academy will administer the PSAT cost free to all tenth graders, as provided by the district. All ninth and eleventh graders are also strongly encouraged to take the PSAT. MAST Academy will make additional efforts to ensure that a maximum number of ninth and eleventh graders take advantage of testing opportunities. MAST Academy, the school's EESAC, and the MAST PTSA work in partnership to maximize student exposure to this exam also. Through the leadership and student services teams, MAST Academy consistently reviews and monitors students' progress towards qualification for the Florida's Bright Futures Scholarship programs. MAST Academy offers 18 AP courses for the 2013-2014 school year, and offer three Dual Enrollment courses at MAST Academy with opportunities at two local colleges. All students are highly encouraged to enroll in Honors, Advanced Placement, and Dual Enrollment course opportunities to prepare for post-secondary preparation. Students are encouraged to utilize the Khan Academy tutorials for remediation and SAT preparation. All students at MAST Academy take four years of Science and Math.

Strategies for improving student readiness for the public postsecondary level

Students select a focus of study analogous to a college major within the magnet theme. Choices are Oceanic and Atmospheric Science and Technology (OAS), Marine Studies and Culture (MSC), and Maritime Related Industries (MRI). Requirements of each major include rigorous Advanced Placement and/or college-level dual enrollment courses to challenge students to their utmost, and provide exploration of interests. All students must complete four years of coursework in mathematics and science, and many complete six or more courses in each of these areas. Required internships provide applications for the students' knowledge and abilities. Students complete at least seventy-five hours of community service with a focus on a particular theme or project. This instills a sense of empowerment and responsibility for students' roles in the stewardship of our marine environment and responsible citizenry. The consistent emphasis on our marine theme adds cohesiveness to our students' experience. A Cambridge Program was established in 2012 in order to accommodate residents from Key Biscayne.

Although the program is open to students district-wide, students who meet criteria and are Key Biscayne residents have preference in entering the Cambridge program. The Cambridge Curriculum includes; The Cambridge Secondary 1 Program for 8th grade, The Cambridge Pre-AICE Program for 9th and 10th grades and The Cambridge AICE program for 11th and 12th grades. Three Cambridge Academies are offered at MAST Academy; Cambridge General Studies (grades 6-8), Cambridge Science, Technology, Engineering, and Mathematics (STEM) (grades 9-12) and Cambridge Global Studies (grades 9-12). Construction is currently taking place at MAST Academy to accommodate the expansion of the Cambridge Program. In the past year, twelve portables have been installed which will be replaced soon by a building structure currently being drafted designed to house the Cambridge students. School staff members guide students and parents in the course selection process. All students must complete an internship for graduation, and all the sites listed accept student interns each year, bringing our students into contact with some of the world's top scientists and researchers. As a result, many of our students are not only exposed to, but participate in marine research before graduation. For example, Marine Biology students join University of Miami researchers, boarding vessels to capture, tag, and record data on local sharks. Project information and the movement of satellite-tagged sharks can be followed on a website, and students analyze project data. Tours of laboratories and research vessels, volunteer opportunities, and classroom visits all showcase state of the art marine research problems and the people who solve them. The Coast Guard Academy's Junior Leadership Program resides at MAST, and is supported by a nearby Coast Guard Base through field trips and direct program support. This maritime-focused local environment provides a perfect nurturing ground for our mission and vision, with an ample supply of partners from government and private industry with related expertise. Before their freshman year, students enroll in our summer "Anchor" course which includes swimming, math, and science focused on our maritime theme. Our aquatics-based physical education program features advanced swimming and water safety, life guarding, kayaking and sail boarding, and an option to earn scuba certification. The marine theme is woven throughout the curriculum, from the works of Melville and Hemingway in Language Arts, to navigation routes in history classes, to the engineering of underwater robots and a solar powered boat. Science and mathematics classes employ marine-based examples such as the use of geometry in navigation, the calculation of breathing gases for deep diving operations, or the water chemistry of reef aquaria. Marine organisms and ecosystems are used in science courses for models, case studies, and study specimens. Biology classes showcase marine invertebrates and the roles they may play in the future of health and medicine. Our waterside location is the ideal setting for a marine theme program, and it is utilized to the fullest extent.

The counselor meets with students (and often parents) to finalize subject selection. The student, parents, and counselor will be involved in the development and maintenance of a course and graduation plan. Tenth and eleventh grade English classes have a career planning and resume development component. Academic intervention occurs with students who are failing to meet the academic standards expected of students attending MAST Academy. MAST offers two CAPE Academies, Engineering and Culinary Arts, and the students are encouraged to participate in the corresponding CTE exams. MAST also participates in a wide variety of competitions, including Engineering and Robotics competition and National Oceanic Science Bowl.

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	98%	92%	No	98%
American Indian		0%		
Asian	100%	0%	No	100%
Black/African American	96%	93%	No	96%
Hispanic	97%	92%	No	97%
White	98%	91%	No	98%
English language learners		67%		
Students with disabilities		0%		
Economically disadvantaged	95%	91%	No	96%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	18%	19%
Students scoring at or above Achievement Level 4	300	74%	74%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	149	98%	98%

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	191	85%	87%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	99%	96%	Yes	99%
American Indian		0%		
Asian		100%		
Black/African American	91%	100%	Yes	92%
Hispanic	100%	94%	No	100%
White	100%	96%	Yes	100%
English language learners		92%		
Students with disabilities		0%		
Economically disadvantaged	100%	94%	No	100%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		99%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	54%	55%
Students scoring at or above Achievement Level 4	23	31%	32%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	25%	25%
Students scoring at or above Achievement Level 4	104	73%	73%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	29%	31%
Students scoring at or above Achievement Level 4	41	48%	49%

Florida Alternate Assessment (FAA)

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

High School Science**Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	34%	34%
Students scoring at or above Achievement Level 4	95	61%	61%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	24		25
Participation in STEM-related experiences provided for students	300	50%	55%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	183	22%	23%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	245	29%	30%
CTE-STEM program concentrators	10		10
Students taking CTE-STEM industry certification exams	31	58%	59%
Passing rate (%) for students who take CTE-STEM industry certification exams		50%	51%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	380	45%	46%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	550	68%	69%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	31	58%	59%
Passing rate (%) for students who take CTE industry certification exams		50%	50%
CTE program concentrators	2	2%	2%
CTE teachers holding appropriate industry certifications	2	2%	2%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	1%	1%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	1	0%	0%
Students who fail to progress on-time to tenth grade	2	1%	1%
Students who receive two or more behavior referrals	66	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	29	4%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	99	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	118	100%	100%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Membership in the MAST Academy PTSA will increase from 450 members to 845 members during the 2013 - 2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase PTSA Membership	219	60%	65%

Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

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

- G1.** The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.
- G2.** The results of the 2013 FCAT Writes indicate that 85% (191) of our students scored a Level 3.5 - 6.0. Our goal for the 2013 - 2014 school year is to increase to 87% of students scoring a Level 3.5 - 6.0.
- G3.** 85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.
- G4.** According to the results of the 2013 Biology I EOC, students have difficulty in the Reporting Category of Life Science. In the 2014 Biology I EOC administration, our goal is to maintain the upper third students at 61% proficiency.
- G5.** Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions from 50% in 2013 to 55% in 2014.
- G6.** Currently 45% of all students are enrolled in a CTE course. The 2014 goal is to increase this number by 1 percentage points to 46%.
- G7.** During the 2013 U.S. History EOC, 89% of the students scored in the upper thirds. Our goal for 2014 is to maintain 89% performance for the upper third.
- G8.** In monitoring the Early Warning Systems, our school will maintain the number of students who missed 10% or more of the available instructional time at 1%.
- G9.** Due to an increase in students from 663 during 2012 - 2013 to 843 students in 2013-2014, PTSA will increase their membership from 219 participants to 548 participants for the 2013 - 2014 school year.

Goals Detail

G1. The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.

Targets Supported

Resources Available to Support the Goal

- District Language Arts Department, Professional Development Opportunities on new Common Core Standards, Onsite Best Practices Professional Development
- LLT, MTSS Teams

Targeted Barriers to Achieving the Goal

- The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.
- The area of deficiency for ninth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.
- The area of deficiency for tenth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing and developing an interpretation of a literary work by describing an authors use of literary elements and explaining and analyzing different elements of figurative language.
- The area of deficiency for the ninth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating information from text features.
- The percentage of students making learning gains on the 2013 FCAT 2.0 Reading Test was 79%. The goal for 2014 is to increase to 81% which poses a challenge due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- The passing rate percentage in Reading Postsecondary Readiness (on-time graduates) in 2013 was 98%. Our goal is maintain our on-time graduates at a passing rate of 98% by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT. Maintaining a high average of 98% poses a challenge.
- The percentage of students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Test was 82%. The goal for 2014 is to increase to 84% which poses a challenge due to limited practice using methods of development and understanding the term supporting details in performance tasks.
- All students will meet their targeted AMO for the 2013-2014 school year of 98%. An increase of 6% over last year is a substantial percentage to meet.
- The Hispanic subgroup will meet their targeted AMO for the 2013-2014 school year of 97%. An increase of of 5% over last year is a substantial percentage to meet.
- The White subgroup will meet their targeted AMO for the 2013-2014 school year of 98%. An increase of 7% over last year is a substantial percentage to meet.

- Economically Disadvantaged will meet their targeted AMO for the 2013-2014 school year of 96%. An increase of 5% over last year is a substantial percentage to meet.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data collected from the 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 FCAT Writes indicate that 85% (191) of our students scored a Level 3.5 - 6.0. Our goal for the 2013 - 2014 school year is to increase to 87% of students scoring a Level 3.5 - 6.0.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- District Language Arts Department, Professional Development on Secondary Writing Strategies, Review of Common Core Writing Standards.

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 FCAT Writes administration was establishing logical organizational pattern with supporting details that are substantial, specific, and relevant. We will increase our passing rate of students mastering proficiency at Level 3.5 - 6 from 85% to 87% during the 2014 FCAT Writes.

Plan to Monitor Progress Toward the Goal

FCIM will be implemented by ongoing data analysis through Curriculum Council Meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data collected from the 2014 FCAT 2.0 Writing Test

G3. 85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Textbooks (paper copy and online), Graphing and Scientific calculators, Use of the computer labs, LCD Projectors

Targeted Barriers to Achieving the Goal

- The Hispanic subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.
- The Economically Disadvantaged subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.
- The results of the Algebra I EOC indicate that the targeted area of weakness for students scoring a Level 3 is Polynomials.
- The results of the Geometry EOC indicate that the targeted area of weakness for students scoring a Level 3 is Trigonometry and Discrete Mathematics.
- The results of the Mathematics Assessments show that 85% of all students made learning gains in the 2013 administration. For the 2014 administration, we are targeted at 87%. Providing additional opportunities for students to practice the content so they will be able to support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions is difficult to allot into a daily practice.
- The results of the Mathematics Assessments show that 85% of the lowest 25% of students made learning gains in the 2013 administration. For the 2014 administration, we are targeted at 87%. Providing additional opportunities for students to practice the content so they will be able to support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations is difficult to work in to the classroom schedules.
- The passing rate percentage in Math Postsecondary Readiness (on-time graduates) in 2013 was 99%. Our goal is to maintain our on-time graduates at a passing rate of 99% for 2014 by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT.
- The results of the Algebra I EOC indicate that the targeted area of weakness for students scoring a Level 4 and above is Polynomials.
- The results of the Geometry EOC indicate that the targeted area of weakness for student scoring a Level 4 and above is Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators and Test Chairpersons

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data collected from PSAT, SAT, ACT, CPT and PERT

G4. According to the results of the 2013 Biology I EOC, students have difficulty in the Reporting Category of Life Science. In the 2014 Biology I EOC administration, our goal is to maintain the upper third students at 61% proficiency.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teacher produced / research based supplementary materials, Online Websites, Periodicals, Current Events, Textbooks

Targeted Barriers to Achieving the Goal

- Students scoring Level 3 on the Biology 1 EOC Assessment have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands-on activities in labs and exposure to more rigorous content.
- Students scoring Level 4 or above on the Biology 1 EOC Assessment have an inability to relate structures of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system and immune system.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Bi-weekly assessments, District Interim Assessments, Student work samples, Biology 1 EOC

G5. Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions from 50% in 2013 to 55% in 2014.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Engineering classroom, Engineering equipment

Targeted Barriers to Achieving the Goal

- Increasing the number of experiences for STEM related experiences is difficult to attain due to limited funding.
- Maintaining 100% participation in STEM related courses is difficult to maintain as we do not offer Mathematics courses higher than Statistics.
- Currently, 183 students are enrolled and complete accelerated STEM courses. We need to increase our percentage by one percentage point and do not have additional teaching positions available to increase enrollment.
- Currently, 245 students are taking one or more STEM AP exam. We need to increase our percentage by one percentage point and do not have additional teaching positions available to increase enrollment.
- We need to maintain CTE - STEM concentrators at 10. It is difficult to attain students interested in pursuing this.
- Currently, there are 58% of students taking STEM related courses with a passing rate of 50% on CTE-STEM industry exams. Increasing our population to 59% with a passing rate of 51% is difficult to attain in that students do not wish to pursue careers in these areas and do not apply themselves during the test.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased student participation in STEM-related competitions.

G6. Currently 45% of all students are enrolled in a CTE course. The 2014 goal is to increase this number by 1 percentage points to 46%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Computer labs, Mac and PC computers available to students, 2 teachers who are certified to administer CTE exams.

Targeted Barriers to Achieving the Goal

- Currently, 380 students are enrolled in a CTE course. We need to increase our percentage by once percentage point to 46% and do have additional teaching positions available to increase enrollment.
- Currently, 550 CTE students are enrolled in accelerated courses. We need to increase our percentage by one percentage point to 69% and class sizes are already at a large enrollment.
- Currently, there are 58% of students taking CTE exams. We need to increase our population by one percentage point to 59%. Students do not wish to pursue careers in CTE and do not apply themselves during the test.
- We need to maintain CTE program concentrators at 2. It is difficult to attain students interested in pursuing this.
- Currently we have 2 teachers holding industry certification. Teachers are not interested in pursuing this certification.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Agendas for interdisciplinary planning

G7. During the 2013 U.S. History EOC, 89% of the students scored in the upper thirds. Our goal for 2014 is to maintain 89% performance for the upper third.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Review of new Common Core Standards, Textbooks

Targeted Barriers to Achieving the Goal

- The 2013 U.S. History EOC revealed that the targeted area for students scoring in the middle third on the U.S. History EOC was: The U.S. and the Defense of the International Peace.
- The 2013 U.S. History EOC revealed that the targeted area for students scoring in the upper third on the U.S. History EOC was: Program in National Securities Studies (PINNS).

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Edusoft reports

G8. In monitoring the Early Warning Systems, our school will maintain the number of students who missed 10% or more of the available instructional time at 1%.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- EWS - High School and EWS - Graduation

Targeted Barriers to Achieving the Goal

- In 2013, we had 8 students (1%) who missed 10% or more of school days. Our goal for 2014 is to maintain the percentage at 1%.
- In 2013, 66 students (10%) had behavior referrals on file in grades 8 - 12. Our goal for 2014 is to decrease to 9%.

Plan to Monitor Progress Toward the Goal

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance Bulletin

G9. Due to an increase in students from 663 during 2012 - 2013 to 843 students in 2013-2014, PTSA will increase their membership from 219 participants to 548 participants for the 2013 - 2014 school year.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- MAST PTSA, 8th Grade and Freshman Orientation, Back to School Night, Website, ConnectEd messages

Targeted Barriers to Achieving the Goal

- PTSA is anticipating to meet goal of 65% participation, a 5% increase over last year's membership.

Plan to Monitor Progress Toward the Goal

Implement campaign to increase PTSA membership and activity participation by presenting at 8th Grade and Freshman Orientation / Back to School Night

Person or Persons Responsible

PTSA Board, Activities Director, Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data showing current PTSA membership enrollment

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.

G1.B1 The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

G1.B1.S1 Students will locate and analyze the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Tests and FAIR Assessments

Facilitator:

M-DCPS Department of Language Arts Professional Development

Participants:

Select Language Arts Teachers

Action Step 2

Students will practice identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Tests and FAIR Assessments

Facilitator:

M-DCPS Department of Language Arts Professional Development

Participants:

Select Language Arts Teachers

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

Monitor implementation

Person or Persons Responsible

The LLT, Administration and the Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Reading Test, Periodical Checks, Student Reading Logs

Plan to Monitor Effectiveness of G1.B1.S1

Monitor implementation

Person or Persons Responsible

The LLT, Administration, and Language Arts Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Reading Test, Review during Department Meetings, Student Work Folders

G1.B2 The area of deficiency for ninth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.

G1.B2.S1 Students will practice analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.

Action Step 1

Students will practice locating varying details critically analyzing text and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build strong arguments to support their answers. Students will explore shades of meaning to better identify nuances.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Assessments and FAIR Assessments

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

FCIM will be implemented by data analysis through Curriculum Council meetings and ongoing data chats with departments, teachers, and students. Hold post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration and Language Arts Department Chair

Target Dates or Schedule

Ongoing, post-Baseline, and Interim Assessments

Evidence of Completion

Quizzes, Tests and and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

FCIM will be implemented by data analysis through Curriculum Council meetings and ongoing data chats with departments, teachers, and students. Hold post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

The LLT, Administration and Language Arts Department Chair

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Formative Assessments Quizzes, Tests and Interim Assessments

G1.B3 The area of deficiency for tenth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing and developing an interpretation of a literary work by describing an authors use of literary elements and explaining and analyzing different elements of figurative language.

G1.B3.S1 Students will analyze and develop an interpretation of a literary work by describing an authors use of literary elements and explaining and analyzing different elements of figurative language.

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from quizzes and test, Interim Assessments

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

The FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing and post-administration of Baseline and Interim Assessments

Evidence of Completion

Quizzes, Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

FCIM will be implemented data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students held post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Formative Assessments -McDougal Littell Literature Series. Quizzes/Tests, and Interim Assessments

G1.B4 The area of deficiency for the ninth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating information from text features.

G1.B4.S1 Students will analyze and evaluate information from text features accurately.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cuulative tests, diagnostic tests, Interim Assessments, FAIR Assessments

Facilitator:

MDCPS Department of Language Arts

Participants:

Select Language Arts Teachers

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

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students help post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Reading Test, Review during Department Meetings, Student Work Folders

G1.B5 The percentage of students making learning gains on the 2013 FCAT 2.0 Reading Test was 79%. The goal for 2014 is to increase to 81% which poses a challenge due to limited practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B5.S1 Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Emphasis on instruction to help students build stronger arguments to support their answers.

Action Step 1

Students will practice reading textual information to key points so that comparisons can be made across texts. Students will also become more familiar with comparing and contrasting in and across genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Periodical checks, reading logs, Cumulative tests, Interim Assessments and FAIR Assessments

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

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students. Hold post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing and post-Baseline and Interim Assessments

Evidence of Completion

Formative Assessments, Periodical Checks, Student Reading Logs, Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students. Hold post-administration of Baseline and Interim Assessments to ensure progress is being made. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Review during Department Meetings, Review student work folders, Data collected from the 2014 FCAT 2.0 Reading Test

G1.B6 The passing rate percentage in Reading Postsecondary Readiness (on-time graduates) in 2013 was 98%. Our goal is maintain our on-time graduates at a passing rate of 98% by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT. Maintaining a high average of 98% poses a challenge.

G1.B6.S1 Students will practice analyzing literary elements of figurative language by identifying 11th grade students that scored Level 2 and 3 on the tenth grade administration of the Reading FCAT 2.0 and providing academic preparation for college placements tests such as the PERT, CPT, ACT and SAT.

Action Step 1

Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, SAT/ACT exams, PERT

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

FCIM will be implemented by data analysis through Curriculum Council meetings and ongoing data chats with departments, teachers, and students. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

PSAT, Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative: PERT, ACT, SAT or CPT exams.

G1.B7 The percentage of students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Reading Test was 82%. The goal for 2014 is to increase to 84% which poses a challenge due to limited practice using methods of development and understanding the term supporting details in performance tasks.

G1.B7.S1 Emphasis on activities such as reciprocal teaching, opinion proofs, question-and-answer relationships, note-taking skills, summarizing skills and reading from a wide variety of texts.

Action Step 1

Students will practice using and identifying details from passages to determine main idea, plot, and purpose. Students will practice making inferences, drawing conclusions, and making identifying implied main idea and author's purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Practice college placement exams, SAT, ACT, PERT and CPT data

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

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers and students. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT and Test Chairpersons

Target Dates or Schedule

Ongoing

Evidence of Completion

PERT, ACT, SAT and CPT exam results.

Plan to Monitor Effectiveness of G1.B7.S1

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers and students. Instruction will adjust as necessary.

Person or Persons Responsible

Administrators, LLT, and Test Chairpersons

Target Dates or Schedule

Ongoing

Evidence of Completion

PERT, ACT, SAT and CPT exam results.

G1.B8 All students will meet their targeted AMO for the 2013-2014 school year of 98%. An increase of 6% over last year is a substantial percentage to meet.

G1.B8.S1 All students will meet their targeted AMO of 98% by practicing and locating details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

Emphasis on instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Interim Assessments, Student Work Folders

Action Step 2

Analyze how an author's choice concerning how to structure a text, order events within it and manipulate time create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Interim Assessments, Student Work Folders

Action Step 3

Practice should be provided with methods of development and understand the term supporting details in performance tasks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Interim Assessments, Student Work Folders

Action Step 4

Encourage student to read a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Interim Assessments, Student Work Folders

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

Emphasis on instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Administrators, LLT, Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Student Work Folders, Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Emphasis on instruction that helps students build stronger arguments to support their answers.

Person or Persons Responsible

Administrators, LLT, Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading Logs, Student Work Folders, Interim Assessments

G1.B9 The Hispanic subgroup will meet their targeted AMO for the 2013-2014 school year of 97%. An increase of 5% over last year is a substantial percentage to meet.

G1.B9.S1 The Hispanic subgroup will meet their AMO of 97% by learning how to graphically depict comparison-and-contrast relationships to help understand them.

Action Step 1

Emphasis on identifying the methods of development, as well as multiple patterns within a single passage.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Reading Logs, Interim Assessments

Action Step 2

Emphasis placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Reading Logs, Interim Assessments

Action Step 3

Citing strong and though textual evident to support analysis of what the text says explicitly as well as inference drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Reading Logs, Interim Assessments

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

Monitor implementation

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Reading Logs, Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

Monitor implementation

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Reading Logs, and Interim Assessments

G1.B10 The White subgroup will meet their targeted AMO for the 2013-2014 school year of 98%. An increase of 7% over last year is a substantial percentage to meet.

G1.B10.S1 The White subgroup will meet their AMO of 98% by understanding how patterns support the main idea, character development, and author's purpose.

Action Step 1

Emphasis on identifying details from the passage to determine main idea, plot, and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals, Interim Assessments

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

Monitor implementation

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals, and Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

Monitor implementation

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals, and Interim Assessements

G1.B11 Economically Disadvantaged will meet their targeted AMO for the 2013-2014 school year of 96%. An increase of 5% over last year is a substantial percentage to meet.

G1.B11.S1 The Economically Disadvantaged subgroup will meet their AMO of 96% by practicing prefixes, suffixes, root words, synonyms and antonyms. Emphasizing strategies for deriving word meanings and word relationships from context, as well as providing additional support on word meanings.

Action Step 1

Students will use vocabulary word maps, word walls, personal dictionaries and engage in affix or root word activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals and Interim Assessments

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

Monitor implementation

Person or Persons Responsible

Administrators, LLT and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals and Interim Assessments

Plan to Monitor Effectiveness of G1.B11.S1

Monitor implementation

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Journals and Interim Assessments

G2. The results of the 2013 FCAT Writes indicate that 85% (191) of our students scored a Level 3.5 - 6.0. Our goal for the 2013 - 2014 school year is to increase to 87% of students scoring a Level 3.5 - 6.0.

G2.B1 The areas of deficiency as noted on the 2013 FCAT Writes administration was establishing logical organizational pattern with supporting details that are substantial, specific, and relevant. We will increase our passing rate of students mastering proficiency at Level 3.5 - 6 from 85% to 87% during the 2014 FCAT Writes.

G2.B1.S1 Students will establish a logical organizational pattern with supporting details that are substantial, specific, and relevant.

Action Step 1

Students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing journals, Walk throughs, review of monthly writing prompts

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

FCIM will be implemented by ongoing data analysis through Curriculum Council Meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Writing Test

Plan to Monitor Effectiveness of G2.B1.S1

FCIM will be implemented by ongoing data analysis through Curriculum Council Meetings and on-going data chats with departments, teachers, and students held post-administration of the Baseline Writing and Winter Interim Assessment to ensure progress is being made. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators, LLT, and Language Arts Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Writing Test

G3. 85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.

G3.B1 The Hispanic subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G3.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials.

Action Step 1

Students will receive additional practice for the purpose of increasing student achievement specifically in the area of polynomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Worksheets, Improvement on district assessments monitored by instructor, Algebra EOC

Facilitator:

MDCPS Mathematics Department

Participants:

Select Mathematics Teachers

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

Daily instruction, Assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B1.S1

Daily instruction, Assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B2 The Economically Disadvantaged subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.

G3.B2.S1 Teachers will utilize different levels of understanding: visual, analytic, abstract in order to provide hands-on experience to increase their students knowledge on Trigonometry and Discrete Mathematics.

Action Step 1

Provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: trigonometry and discrete mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Interim Assessments, Formative Assessments

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

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B2.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B3 The results of the Algebra I EOC indicate that the targeted area of weakness for students scoring a Level 3 is Polynomials.

G3.B3.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials.

Action Step 1

Increase student achievement specifically in the area of polynomials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Worksheets, Improvement on district assessments monitored by instructor, Algebra EOC

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators, Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B3.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B4 The results of the Geometry EOC indicate that the targeted area of weakness for students scoring a Level 3 is Trigonometry and Discrete Mathematics.

G3.B4.S1 Teachers will utilize different levels of understanding: visual, analytic, abstract in order to provide hands-on experience to increase their students knowledge on Trigonometry and Discrete Mathematics. *Students focus on investigations and developing formal deduction and proof, and collaborate to learn. Collaboration of Curriculum Council to assist Geometry teachers with student data; Implement CCSS Mathematical Practice

Action Step 1

Provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: Trigonometry and Discrete Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Interim Assessments, Formative Assessments, FCAT 2.0 2013

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B4.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B5 The results of the Mathematics Assessments show that 85% of all students made learning gains in the 2013 administration. For the 2014 administration, we are targeted at 87%. Providing additional opportunities for students to practice the content so they will be able to support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions is difficult to allot into a daily practice.

G3.B5.S1 Support mathematical fluency and problem solving skills in the areas of quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations by providing additional opportunities.

Action Step 1

Provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Interim Assessments, Formative Assessments, FCAT 2.0 2014

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B5.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B6 The results of the Mathematics Assessments show that 85% of the lowest 25% of students made learning gains in the 2013 administration. For the 2014 administration, we are targeted at 87%. Providing additional opportunities for students to practice the content so they will be able to support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations is difficult to work in to the classroom schedules.

G3.B6.S1 Support mathematical fluency and problem solving skills in the areas of quadratic equations, rational and radical expressions, algebraic proportions and set theory by providing time to practice and apply learned concepts in real-life situations by providing additional opportunities.

Action Step 1

Provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Interim Assessments, Formative Assessments, FCAT2.0 2014

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G3.B6.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G3.B7 The passing rate percentage in Math Postsecondary Readiness (on-time graduates) in 2013 was 99%. Our goal is to maintain our on-time graduates at a passing rate of 99% for 2014 by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT.

G3.B7.S1 Provide academic preparation and opportunities for students to partake in college placement tests such as the PERT, CPT, ACT and SAT.

Action Step 1

Students will participate in the PSAT which affords students with a practice test yielding results in Language Arts, Writing and Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from ACT, SAT, CPT and PERT

Plan to Monitor Fidelity of Implementation of G3.B7.S1

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators and Test Chairpersons

Target Dates or Schedule

October 2013

Evidence of Completion

Data from PSAT, SAT, ACT, CPT and PERT

Plan to Monitor Effectiveness of G3.B7.S1

FCIM will be implemented by data analysis through Curriculum Council Meetings and ongoing data chats with departments, teachers, and students. Instruction will be adjusted as necessary.

Person or Persons Responsible

Administrators and Test Chairpersons

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from PSAT, SAT, ACT, CPT and PERT

G3.B8 The results of the Algebra I EOC indicate that the targeted area of weakness for students scoring a Level 4 and above is Polynomials.

G3.B8.S1 Provide opportunities for students to practice the content so they will be able to: apply the laws of exponents to simplify monomial expressions with integral exponents and completely factor polynomials.

Action Step 1

Practice the content so they can work effectively with polynomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders, Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Monitor implementation

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Students Work Folders and Interim Assessments

Plan to Monitor Effectiveness of G3.B8.S1

Monitor implementation

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Interim Assessments

G3.B9 The results of the Geometry EOC indicate that the targeted area of weakness for student scoring a Level 4 and above is Trigonometry and Discrete Mathematics.

G3.B9.S1 Provide opportunities for students to practice the content so they will be able to: identify the converse and inverse of a given statement in if-then form and to solve problems using no more than one trigonometric ratio to determine side lengths or angle measures.

Action Step 1

Provide opportunities for students to practice the content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Interim Assessments

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Monitor implementation

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Interim Assessments

Plan to Monitor Effectiveness of G3.B9.S1

Monitor implementation

Person or Persons Responsible

Administrators and Mathematics Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders and Interim Assessments

G4. According to the results of the 2013 Biology I EOC, students have difficulty in the Reporting Category of Life Science. In the 2014 Biology I EOC administration, our goal is to maintain the upper third students at 61% proficiency.

G4.B1 Students scoring Level 3 on the Biology 1 EOC Assessment have an inability to model abstract concepts in the Reporting Category of Life Science due to limited access to hands-on activities in labs and exposure to more rigorous content.

G4.B1.S1 Students will participate in more hands-on activities in the classrooms. They will use concrete modes to visualize molecular concepts.

Action Step 1

Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly assessments, District Interim Assessments, Student work samples

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

Review of projects and ongoing data-chats with departments, teachers, and students to monitor fidelity of student progress.

Person or Persons Responsible

Administrators and Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly assessments, District Interim Assessments, Student work samples

Plan to Monitor Effectiveness of G4.B1.S1

Review of projects and ongoing data-chats with departments, teachers, and students to monitor fidelity of student progress.

Person or Persons Responsible

Administrators and Science Department ChairpersonAdm

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly assessments, District Interim Assessments, Student work samples

G4.B2 Students scoring Level 4 or above on the Biology 1 EOC Assessment have an inability to relate structures of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system and immune system.

G4.B2.S1 Students scoring Level 4 or above on the Biology 1 EOC will have the ability to relate structures of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system and immune system.

Action Step 1

Provide opportunities for students to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, PowerPoint presentations, Interim Assessments

Action Step 2

Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, PowerPoint presentations, Interim Assessments

Action Step 3

Monitor and support the implementation of rigorous activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, PowerPoint presentations, Interim Assessments

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

Monitor implementation

Person or Persons Responsible

Administrators and Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, PowerPoint presentations, Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Monitor implementation

Person or Persons Responsible

Administrators and Science Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Lab reports, PowerPoint presentations, Interim Assessment

G5. Our goal is to increase opportunities for students to participate in STEM applied learning through extracurricular competitions from 50% in 2013 to 55% in 2014.

G5.B1 Increasing the number of experiences for STEM related experiences is difficult to attain due to limited funding.

G5.B1.S1 Provide students with extracurricular opportunities to practice and prepare for competitions.

Action Step 1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Engineering Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

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

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Administrators and Engineering Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

Plan to Monitor Effectiveness of G5.B1.S1

We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.

Person or Persons Responsible

Administrators and Engineering Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The percent of students participating in competitions and placement of competitive teams in competitions.

G5.B2 Maintaining 100% participation in STEM related courses is difficult to maintain as we do not offer Mathematics courses higher than Statistics.

G5.B2.S1 Maintain 100% participation in STEM related courses by offering through Dual Enrollment and / or FLVS.

Action Step 1

Offer courses through Dual Enrollment and / or FLVS

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in advanced Mathematics courses in Dual Enrollment and / or FLVS

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

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in advanced Mathematics courses in Dual Enrollment and / or FLVS

Plan to Monitor Effectiveness of G5.B2.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in advanced Mathematics courses in Dual Enrollment and / or FLVS

G5.B3 Currently, 183 students are enrolled and complete accelerated STEM courses. We need to increase our percentage by one percentage point and do not have additional teaching positions available to increase enrollment.

G5.B3.S1 Increase number of students enrolled and completing a STEM course through Dual Enrollment and / or FLVS.

Action Step 1

Create STEM courses through Dual Enrollment and / or FLVS

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM courses in Dual Enrollment and / or FLVS

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM courses through Dual Enrollment and / or FLVS

Plan to Monitor Effectiveness of G5.B3.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM courses through Dual Enrollment and / or FLVS

G5.B4 Currently, 245 students are taking one or more STEM AP exam. We need to increase our percentage by one percentage point and do not have additional teaching positions available to increase enrollment.

G5.B4.S1 Increase enrollment by creating STEM AP course through Dual Enrollment and /or FLVS.

Action Step 1

Create STEM AP courses through Dual Enrollment and / or FLVS

Person or Persons Responsible

Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM AP courses through Dual Enrollment and / or FLVS

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM AP course through Dual Enrollment and / or FLVS

Plan to Monitor Effectiveness of G5.B4.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in STEM AP courses through Dual Enrollment and / or FLVS

G5.B5 We need to maintain CTE - STEM concentrators at 10. It is difficult to attain students interested in pursuing this.

G5.B5.S1 Maintain CTE-STEM concentrators by providing student workshops.

Action Step 1

Provide student workshops in CTE-STEM courses.

Person or Persons Responsible

STEM / CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agends

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agendas, reports

Plan to Monitor Effectiveness of G5.B5.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agendas, reports

G5.B6 Currently, there are 58% of students taking STEM related courses with a passing rate of 50% on CTE-STEM industry exams. Increasing our population to 59% with a passing rate of 51% is difficult to attain in that students do not wish to pursue careers in these areas and do not apply themselves during the test.

G5.B6.S1 Increase student population taking STEM related courses by providing seminars on careers related to CTE-STEM coursework.

Action Step 1

Schedule seminars in careers related to CTE-STEM courses.

Person or Persons Responsible

Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agendas

Plan to Monitor Fidelity of Implementation of G5.B6.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agendas, reports

Plan to Monitor Effectiveness of G5.B6.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets, agendas, reports

G6. Currently 45% of all students are enrolled in a CTE course. The 2014 goal is to increase this number by 1 percentage points to 46%.

G6.B1 Currently, 380 students are enrolled in a CTE course. We need to increase our percentage by once percentage point to 46% and do have additional teaching positions available to increase enrollment.

G6.B1.S1 CTE teachers will integrate Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE Content area curriculum. That way Reading teachers and CTE teachers can work in conjunction to accommodate more students.

Action Step 1

Release time will be provided to CTE teachers in order to attend training on CCSS Literacy Standards as scheduled by the school or the district.

Person or Persons Responsible

CTE Teachers and Reading Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Interdisciplinary planning

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

Monitor implementation

Person or Persons Responsible

Administrators CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas for interdisciplinary planning

Plan to Monitor Effectiveness of G6.B1.S1

CTE Teachers will align the CCSS into their lesson planning and Reading Teacher will encompass CTE disciplines into their instruction.

Person or Persons Responsible

Administrators, CTE Teachers and Reading Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs, lesson plans

G6.B2 Currently, 550 CTE students are enrolled in accelerated courses. We need to increase our percentage by one percentage point to 69% and class sizes are already at a large enrollment.

G6.B2.S1 Teachers will have access to instructional resources to support literacy standards instruction and provide opportunities for students to enroll in CTE courses through Dual Enrollment and / or FLVS.

Action Step 1

Attend professional development sessions regarding instructional resources to support literacy standards instruction.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading data of CTE students measuring CCSS

Facilitator:

MDCPS

Participants:

CTE Teachers

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

Allow CTE teachers to attend professional development sessions regarding instructional resources to support literacy standards instruction.

Person or Persons Responsible

Administrators and CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading data of CTE students measuring CCSS

Plan to Monitor Effectiveness of G6.B2.S1

Allow CTE teachers to attend professional development sessions regarding instructional resources to support literacy standards instruction.

Person or Persons Responsible

Administrators and CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading data of CTE students measuring CCSS

G6.B3 Currently, there are 58% of students taking CTE exams. We need to increase our population by one percentage point to 59%. Students do not wish to pursue careers in CTE and do not apply themselves during the test.

G6.B3.S1 In order to increase student interest in taking CTE exams, CTE Teachers will offer workshops to assist students in learning more about CTE careers and creating study guides to help students prepare for the exam.

Action Step 1

Monitor students in creating student-friendly study guides for CTE exams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed study guides

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

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of workshops

Plan to Monitor Effectiveness of G6.B3.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule of workshops, attendance at workshops

G6.B4 We need to maintain CTE program concentrators at 2. It is difficult to attain students interested in pursuing this.

G6.B4.S1 In order to recruit more students into program concentration, CTE Teachers will provide a presentation of their program during an Activities Period Symposium open to all students (grades 8 - 12).

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Monitor implementation

Person or Persons Responsible

CTE Teachers and Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation

Plan to Monitor Effectiveness of G6.B4.S1

Monitor implementation

Person or Persons Responsible

Administrators and Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentation

G6.B5 Currently we have 2 teachers holding industry certification. Teachers are not interested in pursuing this certification.

G6.B5.S1 In order to promote industry certification, teachers will be afforded with opportunities to attend various CTE professional development.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Monitor enrollment in professional development calendar

Person or Persons Responsible

PD Liaison and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in CTE professional development

Plan to Monitor Effectiveness of G6.B5.S1

Monitor enrollment in professional development calendar

Person or Persons Responsible

PD Liaison and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

enrollment in CTE professional development

G7. During the 2013 U.S. History EOC, 89% of the students scored in the upper thirds. Our goal for 2014 is to maintain 89% performance for the upper third.

G7.B1 The 2013 U.S. History EOC revealed that the targeted area for students scoring in the middle third on the U.S. History EOC was: The U.S. and the Defense of the International Peace.

G7.B1.S1 In addition to keeping up with the district's pacing guide for U.S, History, the teachers will also focus and prioritize the targeted area of weakness.

Action Step 1

Provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak area: U.S. and the Defense of the International Peace.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Baseline, Interim Assessments, Formative Assessments, Data from U.S. History EOC

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

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Humanities Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

Plan to Monitor Effectiveness of G7.B1.S1

Daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

Administrators and Humanities Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, Formative Assessments, Student work

G7.B2 The 2013 U.S. History EOC revealed that the targeted area for students scoring in the upper third on the U.S. History EOC was: Program in National Securities Studies (PINNS).

G7.B2.S1 Emphasis on problem solving and inquiry-based learning; research-based activities on various security issues impacting the world community; and opportunities for students to write to inform and persuade.

Action Step 1

Opportunity to participate in simulation activities related to national security.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Interim Assessments and student presentations

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

Monitor implementation

Person or Persons Responsible

Administrators and Humanities Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom visitations, Interim Assessments and student presentations

Plan to Monitor Effectiveness of G7.B2.S1

Monitor implementation

Person or Persons Responsible

Administrators and Humanities Department Chairperson

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom visitations, Interim Assessments and student presentations

G8. In monitoring the Early Warning Systems, our school will maintain the number of students who missed 10% or more of the available instructional time at 1%.

G8.B1 In 2013, we had 8 students (1%) who missed 10% or more of school days. Our goal for 2014 is to maintain the percentage at 1%.

G8.B1.S1 Meet with the 8 students (if still attending) who had attendance issues last school year and place them on an Attendance Contract and refer to Attendance stipulation in Magnet Contract.

Action Step 1

Monitor attendance

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

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

Monitor implementation

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletin

Plan to Monitor Effectiveness of G8.B1.S1

Monitor implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Bulletins

G8.B2 In 2013, 66 students (10%) had behavior referrals on file in grades 8 - 12. Our goal for 2014 is to decrease to 9%.

G8.B2.S1 Meet with the 66 students (if still attending) and place them on a Behavior Contract and abide by Magnet Contract stipulation of Behavior.

Action Step 1

Monitor behavior referrals

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Referrals

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

Monitor implementation

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

Ongoing

Evidence of Completion

Referrals

Plan to Monitor Effectiveness of G8.B2.S1

Monitor implementation

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Referrals

G9. Due to an increase in students from 663 during 2012 - 2013 to 843 students in 2013-2014, PTSA will increase their membership from 219 participants to 548 participants for the 2013 - 2014 school year.

G9.B1 PTSA is anticipating to meet goal of 65% participation, a 5% increase over last year's membership.

G9.B1.S1 Review membership applications and participation, Review sign in sheets/logs to determine the number of parents attending school or community events that are currently PTSA members.

Action Step 1

Implement campaign to increase PTSA membership and activity participation by presenting at 8th Grade and Freshman Orientation / Back to School Night

Person or Persons Responsible

PTSA Board, Activities Director, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data showing current PTSA membership enrollment

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

Implement campaign to increase PTSA membership and activity participation by presenting at 8th Grade and Freshman Orientation / Back to School Night

Person or Persons Responsible

PTSA Board, Activities Director, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data showing current PTSA membership enrollment

Plan to Monitor Effectiveness of G9.B1.S1

Implement campaign to increase PTSA membership and activity participation by presenting at 8th Grade and Freshman Orientation / Back to School Night

Person or Persons Responsible

PTSA Board, Activities Director, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data showing current PTSA membership enrollment

Coordination and Integration

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

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

All funds that enter the school will be used towards building our magnet themes. The intent is to improve achievement by focusing on our magnet programs; Maritime, Global Studies and STEM. The funds will be used to support teaching and learning. Our Lead Teachers will plan professional development opportunities for our staff. The funds will also be used to support theme-based learning during school and help fund our two week summer orientation program for incoming 8th and 9th graders. Funds will be used to send staff to conferences and observe other schools with similar theme-based programs. In addition, these funds will be utilized to bring in specialists/consultants to help lift the magnet theme(s).

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.

G1.B1 The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

G1.B1.S1 Students will locate and analyze the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

PD Opportunity 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them.

Facilitator

M-DCPS Department of Language Arts Professional Development

Participants

Select Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Tests and FAIR Assessments

PD Opportunity 2

Students will practice identifying the methods of development, as well as multiple patterns within a single passage.

Facilitator

M-DCPS Department of Language Arts Professional Development

Participants

Select Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Tests and FAIR Assessments

G1.B4 The area of deficiency for the ninth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating information from text features.

G1.B4.S1 Students will analyze and evaluate information from text features accurately.

PD Opportunity 1

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

Facilitator

MDCPS Department of Language Arts

Participants

Select Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, diagnostic tests, Interim Assessments, FAIR Assessments

G3. 85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.

G3.B1 The Hispanic subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G3.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials.

PD Opportunity 1

Students will receive additional practice for the purpose of increasing student achievement specifically in the area of polynomials.

Facilitator

MDCPS Mathematics Department

Participants

Select Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quizzes, Worksheets, Improvement on district assessments monitored by instructor, Algebra EOC

G6. Currently 45% of all students are enrolled in a CTE course. The 2014 goal is to increase this number by 1 percentage points to 46%.

G6.B2 Currently, 550 CTE students are enrolled in accelerated courses. We need to increase our percentage by one percentage point to 69% and class sizes are already at a large enrollment.

G6.B2.S1 Teachers will have access to instructional resources to support literacy standards instruction and provide opportunities for students to enroll in CTE courses through Dual Enrollment and / or FLVS.

PD Opportunity 1

Attend professional development sessions regarding instructional resources to support literacy standards instruction.

Facilitator

MDCPS

Participants

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reading data of CTE students measuring CCSS

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.	\$2,127
G3.	85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.	\$2,000
Total		\$4,127

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
EESAC Funds	\$4,127	\$4,127
Total	\$4,127	\$4,127

Budget Details

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 92% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to increase the proficiency of students scoring Level 3 or above by six percentage points to 98%.

G1.B1 The area of deficiency for tenth grade students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

G1.B1.S1 Students will locate and analyze the elements of plot structure, including exposition, setting, character development, rising / falling action, conflict / resolution, and theme in a variety of fiction.

Action Step 1

Teach students to graphically depict comparison-and-contrast relationships to help understand them.

Resource Type

Professional Development

Resource

All Language Arts teachers will attend a workshop emphasizing on how to graphically depict comparison-and contrast relationships.

Funding Source

EESAC Funds

Amount Needed

\$1,000

Action Step 2

Students will practice identifying the methods of development, as well as multiple patterns within a single passage.

Resource Type

Professional Development

Resource

Select Language Arts teachers will attend a professional development session which focuses on identifying the methods of development, as well as multiple patterns within a single passage.

Funding Source

EESAC Funds

Amount Needed

\$1,000

G1.B4 The area of deficiency for the ninth grade students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating information from text features.

G1.B4.S1 Students will analyze and evaluate information from text features accurately.

Action Step 1

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

Resource Type

Professional Development

Resource

One Lead Teacher will attend a professional development training designed to assist students in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Funding Source

EESAC Funds

Amount Needed

\$127

G3. 85% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 87%. The expected level of performance will increase by two percentage points.

G3.B1 The Hispanic subgroup will make their 2013-2014 targeted AMO of 100%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G3.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials.

Action Step 1

Students will receive additional practice for the purpose of increasing student achievement specifically in the area of polynomials.

Resource Type

Professional Development

Resource

All Mathematics teachers will be sent to a conference that focuses on increasing student achievement specially in the area of polynomials.

Funding Source

EESAC Funds

Amount Needed

\$2,000