



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Aspira Raul Arnaldo Martinez Charter School

13300 MEMORIAL HWY

North Miami, FL 33161

305-893-8050

http://fl.aspira.org/north/charter/north_charter.htm

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
99%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
B

2009-10
C

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

Aspira Raul Arnaldo Martinez Charter School

Principal

Kenneth Feria; Edward Hernandez (Governing Board Chair)

School Advisory Council chair

Betty Lashley

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

Name	Title
Kenneth Feria	Principal
Dian Johnson	Assistant Principal
Jose Manuel Casas	Assistant Principal

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

Betty Lashley (Board Chair)
 Kenneth Feria (Principal)
 Jose Manuel Casas (Assistant Principal)
 Dian Johnson (Assistant Principal)
 Milagros Almonte (Educational Support)
 Tabitha Mompremier (Student Representative)
 Parent Representatives (To Be Elected)
 Loyda Lorenzo (Teacher)
 Nicole Delancy (Teacher)
 Francisco Vasquez (Teacher)
 Daisy Rubio (Teacher)
 Ms. Del Valle (Business/Community Representative)

Involvement of the SAC in the development of the SIP

The purpose of the ASPIRA RAM Charter School Educational Excellence School Advisory Council (EESAC) is to work to ensure improved student achievement by monitoring school improvement efforts. One of the ways the Council will do this is by preparing and evaluating the school improvement plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to analyze student performance data and evaluate the effectiveness of the strategies listed in the School Improvement Plan to ensure positive learning outcomes with higher proficiency levels.

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

The per student SAC allocation (\$5) will be used to provide parents with the education and resources to strengthen the educational support at home. In addition, part of the funds will be used to develop an incentive program for student attendance, behavior, and academics.

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:

Kenneth Feria; Edward Hernandez (Governing Board Chair)

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Certifications: Biology 6-12, Educational Leaderships K-12

Performance Record

2013
 School Grade A
 High Standards Rdg 46
 High Standards Math 73
 Lrng Gains- Rdg 69
 Lrng Gains -Math 72
 Gains-Rdg-25% 83
 Gains-Math-25% 86
 Reading progress 60
 Math progress 73
 2012
 School Grade A
 High Standards Rdg 44
 High Standards Math 85
 Lrng Gains- Rdg 72
 Lrng Gains- Math 80
 Gains-Rdg-25% 73
 Gains-Math-25% 82
 Reading progress 55
 Math progress 70
 2011
 School Grade A
 High Standards Rdg 37
 High Standards Math 93
 Lrng Gains- Rdg 51
 Lrng Gains- Math 91
 Gains-Rdg-25% 61
 Gains-Math-25% 90
 Reading progress 51
 Math progress 67
 2010
 School Grade A
 High Standards Rdg 55
 High Standards Math 84
 Lrng Gains- Rdg 61
 Lrng Gains- Math 84
 Gains-Rdg-25% 55
 Gains-Math-25% 81
 Reading progress 46
 Math progress 64
 2009
 School Grade A
 High Standards Rdg 48
 High Standards Math 79
 Lrng Gains- Rdg 58
 Lrng Gains- Math 80

Gains-Rdg-25% 75
Gains-Math-25% 61
Reading progress 72
Math progress 74

Dian Johnson

Asst Principal

Years as Administrator: 2

Years at Current School: 11

Credentials

Certifications: Guidance Counselor PK-12, Educational Leadership K-12

Performance Record

2013
 School Grade D
 High Standards Rdg 41
 High Standards Math 36
 Lrng Gains- Rdg 59
 Lrng Gains -Math 53
 Gains-Rdg-25% 60
 Gains-Math-25% 58
 Reading progress 60
 Math progress 55

2012
 School Grade C
 High Standards Rdg 42
 High Standards Math 39
 Lrng Gains- Rdg 56
 Lrng Gains -Math 54
 Gains-Rdg-25% 61
 Gains-Math-25% 49
 Reading progress 55
 Math progress 50

2011
 School Grade B
 High Standards Rdg 59
 High Standards Math 51
 Lrng Gains- Rdg 66
 Lrng Gains -Math 67
 Gains-Rdg-25% 81
 Gains-Math-25% 73
 Reading progress 51
 Math progress 45

2010
 School Grade C
 High Standards Rdg 59
 High Standards Math 50
 Lrng Gains- Rdg 66
 Lrng Gains -Math 67
 Gains-Rdg-25% 75
 Gains-Math-25% 74
 Reading progress 46
 Math progress 40

2009
 School Grade C
 High Standards Rdg 59
 High Standards Math 42
 Lrng Gains- Rdg 70

Lrng Gains -Math 60
Gains-Rdg-25% 81
Gains-Math-25% 67
Reading progress 72
Math progress 74

Jose Manuel Casas

Asst Principal

Years as Administrator: 2

Years at Current School: 7

Credentials

Certification: ESOL K-12

Performance Record

2013
 School Grade D
 High Standards Rdg 41
 High Standards Math 36
 Lrng Gains- Rdg 59
 Lrng Gains -Math 53
 Gains-Rdg-25% 60
 Gains-Math-25% 58
 Reading progress 60
 Math progress 55

2012
 School Grade C
 High Standards Rdg 42
 High Standards Math 39
 Lrng Gains- Rdg 56
 Lrng Gains -Math 54
 Gains-Rdg-25% 61
 Gains-Math-25% 49
 Reading progress 55
 Math progress 50

2011
 School Grade B
 High Standards Rdg 59
 High Standards Math 51
 Lrng Gains- Rdg 66
 Lrng Gains -Math 67
 Gains-Rdg-25% 81
 Gains-Math-25% 73
 Reading progress 51
 Math progress 45

2010
 School Grade C
 High Standards Rdg 59
 High Standards Math 50
 Lrng Gains- Rdg 66
 Lrng Gains -Math 67
 Gains-Rdg-25% 75
 Gains-Math-25% 74
 Reading progress 46
 Math progress 40

2009
 School Grade C
 High Standards Rdg 59
 High Standards Math 42
 Lrng Gains- Rdg 70
 Lrng Gains -Math 60

Gains-Rdg-25% 81
Gains-Math-25% 67
Reading progress 72
Math progress 74

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Loyda Lorenzo		
Full-time / School-based	Years as Coach: 9	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	Degree: Master of Arts in Linguistics Certifications: English 6-12, Spanish, ESOL & Reading Endorsement	
Performance Record	2013 School Grade D High Standards Rdg 41 High Standards Math 36 Lrng Gains- Rdg 59 Lrng Gains -Math 53 Gains-Rdg-25% 60 Gains-Math-25% 58 Reading progress 60 Math progress 55 2012 School Grade C High Standards Rdg 42 High Standards Math 39 Lrng Gains- Rdg 56 Lrng Gains -Math 54 Gains-Rdg-25% 61 Gains-Math-25% 49 Reading progress 55 Math progress 50 2011 School Grade B High Standards Rdg 59 High Standards Math 51 Lrng Gains- Rdg 66 Lrng Gains -Math 67 Gains-Rdg-25% 81 Gains-Math-25% 73 Reading progress 51 Math progress 45 2010 School Grade C High Standards Rdg 59 High Standards Math 50 Lrng Gains- Rdg 66 Lrng Gains -Math 67 Gains-Rdg-25% 75 Gains-Math-25% 74 Reading progress 46 Math progress 40 2009 School Grade C High Standards Rdg 59	

High Standards Math 42
 Lrng Gains- Rdg 70
 Lrng Gains -Math 60
 Gains-Rdg-25% 81
 Gains-Math-25% 67
 Reading progress 72
 Math progress 74

Classroom Teachers

of classroom teachers

30

receiving effective rating or higher

27, 90%

Highly Qualified Teachers

83%

certified in-field

25, 83%

ESOL endorsed

2, 7%

reading endorsed

2, 7%

with advanced degrees

5, 17%

National Board Certified

0, 0%

first-year teachers

9, 30%

with 1-5 years of experience

14, 47%

with 6-14 years of experience

7, 23%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Principal- Soliciting referrals from current employees and IPEGS training and follow-up with new teachers and administrators. Working with Human Resource Manager to post openings and improve the recruitment plan.

Reading Coach-Partnering or mentoring new teachers with veteran teachers/staff members

Academic Counselor-Participating in College/Job Fair.

Teacher Mentoring Program/Plan

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

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

The mentoring program supports new teachers by enabling them to work with an experienced teacher and develop the skills to meet student needs. The mentor and mentee are paired based on subject area and meet biweekly in a professional learning community to discuss strategies to enhance students' comprehension of subject area, classroom management, assessment, and data analysis. The mentor will help the mentee plan and organize structured classroom time to maximize students' time on task and improve student achievement.

Reading Coach, Mrs. Lorenzo has extensive experience teaching Reading as well as training teachers across the curriculum and modeling the use of research based reading strategies with proven results. She will mentor the Language Arts and ESOL teachers while they are taking the Reading Courses for Reading Endorsement.

Mrs. Delancy-Charles, Math Leader, has extensive experience in the subject area, mentoring and Common Core State Standards for Math instructional support.

Ms. Sanders will provide instructional support for Social Studies and Electives.

Ms. Vasquez will provide instructional support for Science.

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's Leadership Team will use data from multiple sources to make informed decisions on the effectiveness of core instruction and the assignment of students to group intervention (Tier 2) or individual intervention (Tier 3). The Leadership Team will review standardized data and classroom based assessments as well as formal and informal observations to identify students who are meeting/exceeding benchmarks and are at moderate risk or at high risk for not meeting standards. The

Leadership Team will monitor the effectiveness of the educational programs, evaluate the school-wide professional development plan, and monitor the implementation of the school improvement plan. The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate year

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, will monitor the fidelity of the delivery of instruction and intervention, and will provide levels of support and interventions to students based on data.

- Principal (Kenneth Feria): will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RtI.
- Assistant Principals (Dian Johnson & Jose Casas): will assist the principal in providing support and ensuring that all resources will be allocated appropriately, ensuring proper implementation of interventions, providing professional development, observing and assessing school staff and communicating with stakeholders plans and activities regarding RtI.
- Reading Coach (Loyda Lorenzo) and Math Leader (Nicole Delancy) will support teachers and students through classroom observations, modeling of lessons, data analysis, and professional development.
- ESOL teacher (Daisy Rubio) & SPED teacher (Suzette Theodore) will participate in student data collection and collaboration with regular education teachers while providing additional support through regular consultations.
- Department Chairs & Select General Education Teachers will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.

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

Monthly meetings will be conducted by the Leadership to support MTSS/RtI to monitor needs and delivery of services. The School's Leadership Team will meet at least four times per year to address Response to Intervention problem solving process and monitoring progress of interventions.

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

Following the Florida Continuous Improvement Model (FCIM), data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

The Literacy Leadership Team will meet regularly to analyze data and make curricular decisions to maximize student achievement.

Managed data will include:

Academic:

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments

FCAT

- Student grades
- School site specific assessments

Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The district professional development and support will include:

1. Training for all administrators in the Rtl problem solving, data analysis process;
2. Providing support for school staff to understand basic Rtl principles and procedures; and
3. Providing a network of ongoing support for Rtl organized through feeder patterns.
4. Educate parents on the use of MTSS and data-based problem-solving through EESAC and parent Title 1 meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 10,800

Our morning and afternoon program includes targeted tutoring based on data analysis of benchmark performance. There is collaboration among faculty and staff to modify strategies based on results. Incentives for students include meeting the criteria for participating in school clubs, contributing to a well-rounded individual.

Strategy Purpose(s)

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

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

Data will be collected monthly, and, as often as necessary to meet the program goal of increasing student proficiency.

Who is responsible for monitoring implementation of this strategy?

The Principal is responsible for monitoring implementation of this strategy.

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

Name	Title
Kenneth Feria	Principal
Dian Johnson	Assistant Principal
Jose Manuel Casas	Assistant Principal
Loyda Lorenzo	Reading Coach
Nicole Delancy	Math Leader
Dr. Francisco Vasquez	Science Dept. Chair
Emily Sanders	Social Studies Dept. Chair
Suzette Theodore	ESE Teacher
Daisy Rubio	ELL Teacher

How the school-based LLT functions

The Principal provides a common vision and mission for the school and ensures intervention support to the school-based Literacy Leadership Team. The Literacy Leadership Team (LLT) will work in coordination with the RtI Leadership Team to promote the literacy development of every student in our school. The LLT will focus meetings around one question: What resources are needed to improve literacy in our students? The LLT will develop and maintain a problem solving system to allocate resources where most needed. The team will meet regularly to analyze student data and use it to guide instructional decisions and support school literacy initiatives

Major initiatives of the LLT

The Literacy Leadership Team (LLT) major initiatives this year will be:

- Increase the proficiency and learning gains of all students
- Increase the rigor of instruction in the classroom
- Assist teachers in developing the skills to achieve adequate progress in reading.
- Enrichment of classroom libraries and resources
- Writing Contest
- Book Fair
- Writing portfolio

Provide professional development for Reading and Writing in the content areas.

Every Teacher Contributes to Reading Instruction

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

The school will offer every teacher professional development on the use of reading strategies. The focus will be on enabling students to develop comprehension strategies by asking questions, visualizing, drawing inferences, determining important ideas, and synthesizing information. Through a review of CRISS (Creating Independence through Student-Owned Strategies), teachers will enable students to develop the skills and "own" the strategies that will serve as the tools to increase their reading achievement.

Teachers will be provided with resources with content that relates to real life, helping to engage students. The use of interactive word walls and question task cards will be a school-wide initiative.

Implementation will occur through classroom instruction in all curricular areas. Lesson plans will indicate strategies implemented and the Literacy Leadership Team will monitor implementation through classroom walkthrough observation forms and discussions during faculty, department, and Professional Learning Community (PLC) meetings.

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

During the 2013-2014 school year, Aspira RAM will gather data from student surveys in order to build academies which will motivate students to prepare themselves for future careers. A college and career fair will be held to help students familiarize themselves with the requirements of each field.

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

ASPIRA RAM makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats, and offering a diverse program consisting of regular, honors, and advanced classes, as well as honor societies and interest clubs. In addition, a college and career fair will be held to further discuss requirements and help students make informed decisions about their future.

Strategies for improving student readiness for the public postsecondary level

Include group and project-based learning in all areas of instruction to help foster higher level thinking and organizational skills for success in postsecondary education.

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	55%	41%	No	60%
American Indian				
Asian				
Black/African American	54%	40%	No	59%
Hispanic	58%	41%	No	62%
White				
English language learners	42%	16%	No	48%
Students with disabilities	44%	8%	No	50%
Economically disadvantaged	55%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	25%	39%
Students scoring at or above Achievement Level 4	88	15%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	354	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	360	60%	64%

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)	80	65%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	27%	34%

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	53	27%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	36%	No	55%
American Indian				
Asian				
Black/African American	50%	35%	No	55%
Hispanic	49%	38%	No	54%
White				
English language learners	50%	16%	No	55%
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	50%	36%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	23%	39%
Students scoring at or above Achievement Level 4	49	9%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	318	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	348	58%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		60%	64%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	50%	53%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

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	26	13%	19%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		7%

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			

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)	6		8
Participation in STEM-related experiences provided for students	420	70%	73%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	30%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	2%	1%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	11	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

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

ASPIRA RAM is a Title 1 school and will be completing the Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
(See Title 1 Parental Involvement Plan)			

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.
- G2.** On the 2013 Writing FCAT 2.0 Assessment, only 27% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Writing FCAT 2.0 Assessment to 34%, indicating an increase of 7 percentage points.
- G3.** On the 2013 Mathematics FCAT 2.0, only 36% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Mathematics FCAT 2.0 to 55%, indicating an increase of 19 percentage points.
- G4.** During the 2013-2014 school year, the school will increase the participation and performance of students on the high school End-of-Course Exams (EOC) and industry certifications.
- G5.** On the 2013 Algebra EOC Exam, 50% of students scored at Level 3. The goal is to increase proficiency at Level 3 on the 2014 EOC to 53%, indicating an increase of 3 percentage points and proficiency at Level 4 to 11%, indicating an increase of 2 % pts.
- G6.** On the 2013 Science FCAT, only 13% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Science FCAT to 19%, indicating an increase of 6 percentage points.
- G7.** During the 2013-2014 school year , the school will offer the Biology course for the first time. The goal is for 55% of the students to score at proficiency levels on the 2014 Biology End-of-Course Exam.
- G8.** During the 2012-2013 school year, 70% of students participated in STEM-related activities. The goal for the 2013-2014 school year is to increase the participation of students in STEM-related activities to 73%, indicating an increase of 3 % points.
- G9.** During the 2013-2014 school year, the school seeks to have 30% of students complete a career/research course to help students understand how their current educational and personal choices will affect their career choices.
- G10.** On the 2013 Baseline Civics Exam, the lowest scoring category was Organization and Function of Government with 29% of the questions answered correctly. The goal is to increase the number of questions answered correctly in all categories to at least 51%.
- G11.** During the 2013-2014 school year, the school's Early Warning System Goal is to decrease the number of students who missed 10% or more of available instructional time to 1%. The 2012-2013 amount was 2%.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- A Reading Coach with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice identifying different text structures/organizational patterns.
- The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited exposure to higher order critical thinking questions.
- The area of deficiency for the Black, Hispanic, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Applications due to limited practice identifying implied main idea and author's purpose.
- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.
- The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Applications.
- The area of deficiency for the students making learning gains in Reading, as noted on the 2013 Reading FCAT 2.0 administration was Category 2: Reading Applications due to limited practice in determining main idea through inferring, paraphrasing and summarizing
- The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 Reading FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure to literature outside the school.
- Students taking the CELLA exam showed difficulty in the area of listening and speaking, because since they come from non- English speaking homes, they have limited opportunities to practice academic English outside the classroom
- Students taking the CELLA exam showed difficulty in the area of reading since they have limited opportunities to read in English outside the classroom.
- Students taking the CELLA exam showed difficulty in the area of writing since they have limited opportunities to write academic English outside the classroom.

Plan to Monitor Progress Toward the Goal

Review through data analysis and adjust strategies as necessary.

Person or Persons Responsible

Administration, LLT, and Department Chairs

Target Dates or Schedule:

October 24, 2013; January 21, 2014; March 31, 2014

Evidence of Completion:

Classroom walkthrough observation form. Increased student achievement as evidenced by Interim Assessment Results and 2014 Reading FCAT 2.0 Results.

G2. On the 2013 Writing FCAT 2.0 Assessment, only 27% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Writing FCAT 2.0 Assessment to 34%, indicating an increase of 7 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- A Reading/Writing Coach with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.
- An 8th grade Language Arts leader who, with the collaboration of the Administration, develops a writing plan to increase student achievement in writing.

Targeted Barriers to Achieving the Goal

- An area of deficiency for students scoring 3.5 and above as noted on the 2013 administration of the Writing FCAT 2.0 was Writing Application: writing a persuasive essay that states a position or claim, presents details, evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments. Students also need to develop skills in the use of grammar and conventions.

Plan to Monitor Progress Toward the Goal

Data analysis of writing prompts to guide instruction

Person or Persons Responsible

Writing Leader, Administration

Target Dates or Schedule:

October 24, 2013; January 21, 2013; March 31, 2014

Evidence of Completion:

Performance results on practice prompts and the 2014 FCAT 2.0 Writing Assessment.

G3. On the 2013 Mathematics FCAT 2.0, only 36% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Mathematics FCAT 2.0 to 55%, indicating an increase of 19 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- A Math Leader with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- The Hispanic subgroup did not meet the 2013 target of 49% scoring proficient on the 2013 FCAT Mathematics. Only 38% scored proficient. The Black subgroup did not meet the 2013 target of 50% scoring proficient. Only 35% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.
- The English Language Learner (ELL) subgroup did not meet the 2013 target of 50% scoring proficient on the 2013 FCAT Mathematics. Only 16% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.
- The Students with Disabilities (SWD) subgroup did not meet the 2013 target of 43% scoring proficient on the 2013 FCAT Mathematics. Only 21% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.
- The Economically Disadvantaged (ED) subgroup did not meet the 2013 target of 50% scoring proficient on the 2013 FCAT Mathematics. Only 36% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.
- The number of students scoring at a Level 3 on the 2013 FCAT 2.0 Mathematics was 23%. The 2014 target is 39%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.
- The number of students scoring at or above Level 4 on the 2013 FCAT 2.0 Mathematics was 9%. The 2014 target is 16%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.
- The number of students making learning gains on the 2013 FCAT 2.0 Mathematics was 53%. The 2014 target is 58%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.
- The number of students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics was 58%. The 2014 target is 62%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

Plan to Monitor Progress Toward the Goal

Data will be analyzed to monitor progress toward goal and adjust instruction as needed.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule:

October 24, 2013 January 21, 2013 March 31, 2014

Evidence of Completion:

Increased student achievement as demonstrated by benchmark assessments and Interim Assessments.

G4. During the 2013-2014 school year, the school will increase the participation and performance of students on the high school End-of-Course Exams (EOC) and industry certifications.

Targets Supported

- Algebra 1 EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- A Math Leader with several years' experience at the school location.
- A faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- Many students are deficient in basic computer skills. Due to End-of-Course (EOC) Exams being computer-based, students will need increased experience with technology, such as reading information onscreen, solving problems on paper, and then reporting responses on the computerized test format.

Plan to Monitor Progress Toward the Goal

Discussion during faculty meeting to discuss progress based on most recent data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Second Wednesday of every month during monthly faculty meeting

Evidence of Completion:

Increased student achievement as evidenced on the 2014 Algebra and Biology End-Of-Course Exams.

G5. On the 2013 Algebra EOC Exam, 50% of students scored at Level 3. The goal is to increase proficiency at Level 3 on the 2014 EOC to 53%, indicating an increase of 3 percentage points and proficiency at Level 4 to 11%, indicating an increase of 2 % pts.

Targets Supported

- Math (Elementary and Middle School)
- Algebra 1 EOC

Resources Available to Support the Goal

- A Math Leader with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- Student's lack of technology use was a barrier to their performance on the Algebra EOC.

Plan to Monitor Progress Toward the Goal

Data will be analyzed to monitor progress toward goal and adjust instruction as needed.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule:

October 24, 2013 January 21, 2013 March 31, 2013

Evidence of Completion:

Increased student achievement as demonstrated by Interim Assessment Results and 2014 EOC Results

G6. On the 2013 Science FCAT, only 13% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Science FCAT to 19%, indicating an increase of 6 percentage points.

Targets Supported

- Science - Middle School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- A Science Department Chair with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Science Assessment indicate that students scoring at Achievement Level 3 had difficulty with Reporting Category: Nature of Science. Because it's the school's first year offering high school biology to middle school students, our goal is to meet the District average for proficiency. Results of biology baselines assessments will indicate areas of deficiency.
- Lack of technology in science classrooms.

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored by the administration through data analysis at the end of each grading period

Person or Persons Responsible

Administration

Target Dates or Schedule:

October 24, 2013 January 21, 2014 March 31, 2014

Evidence of Completion:

Increased student achievement on Science Interims, the 2014 Science FCAT, and the 2014 Biology EOC. Increase in the number of students participating in science competitions.

G7. During the 2013-2014 school year , the school will offer the Biology course for the first time. The goal is for 55% of the students to score at proficiency levels on the 2014 Biology End-of-Course Exam.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- A Biology instructor with several years' experience at the school location.
- A faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.
-

Targeted Barriers to Achieving the Goal

- Many students are deficient in basic computer skills. Because the Biology EOC is a computer-based test, students will need increased experience with technology.

Plan to Monitor Progress Toward the Goal

Discussion during faculty meeting to discuss progress based on most recent data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Second Wednesday of every month during monthly faculty meeting

Evidence of Completion:

Increased student achievement as evidenced on the 2014 Biology End-Of-Course Exam

G8. During the 2012-2013 school year, 70% of students participated in STEM-related activities. The goal for the 2013-2014 school year is to increase the participation of students in STEM-related activities to 73%, indicating an increase of 3 % points.

Targets Supported

- STEM

Resources Available to Support the Goal

- Teachers interested in increasing the number of STEM-related experiences at all grade levels.
- A Faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- The barriers are the teachers' lack of experience in implementing STEM-related activities.

Plan to Monitor Progress Toward the Goal

Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule:

October 24, 2013 January 21, 2014 March 31, 2014

Evidence of Completion:

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

G9. During the 2013-2014 school year, the school seeks to have 30% of students complete a career/research course to help students understand how their current educational and personal choices will affect their career choices.

Targets Supported

- CTE

Resources Available to Support the Goal

- A Faculty with the knowledge and skills to increase student achievement. A school counselor to promote career awareness through career week, guest speakers, and themed projects. State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- Career/Research is a new class offered at the school. Students may not want to enroll in a class they know little about. Teachers lack experience in teaching the course.

Plan to Monitor Progress Toward the Goal

Monitor the development of skills and career awareness to help students make career choices.

Person or Persons Responsible

Administration

Target Dates or Schedule:

October 24, 2013 January 16, 2014 March 20, 2014

Evidence of Completion:

Enrollment and attendance data of career/research classes. Number of eighth grade student applications to high school magnet programs.

G10. On the 2013 Baseline Civics Exam, the lowest scoring category was Organization and Function of Government with 29% of the questions answered correctly. The goal is to increase the number of questions answered correctly in all categories to at least 51%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- A Social Studies Department Chair with several years' experience at the school location.
- A Faculty with the knowledge and skills to increase student achievement.
- New State-approved instructional materials.

Targeted Barriers to Achieving the Goal

- Because the school is implementing the newly State-adopted curriculum and establishing baseline data, teachers lack experience implementing the new curriculum and using Civics Assessment data to guide instruction.

Plan to Monitor Progress Toward the Goal

Monitor progress towards achievement on the Civics EOC through data analysis of Interim Assessment Results

Person or Persons Responsible

Social Studies Dept. Chair and Administration

Target Dates or Schedule:

After every Interim Assessment

Evidence of Completion:

Teachers show familiarity with the new curriculum as demonstrated through lesson plans, classroom observations, and effective lessons. Student scores on the Interim Assessments increase as a result. The school meets the District average for proficiency on the 2014 Civics EOC.

G11. During the 2013-2014 school year, the school's Early Warning System Goal is to decrease the number of students who missed 10% or more of available instructional time to 1%. The 2012-2013 amount was 2%.

Targets Supported

- EWS - Middle School

Resources Available to Support the Goal

- School Counselor who reviews student records for warning signs and provides appropriate interventions.
- Community Involvement Specialist who serves as a liaison between the school and the parents.
- Data management system to track student info that can serve as warning signs.
- Having the MTSS/RtI Team to monitor progress.

Targeted Barriers to Achieving the Goal

- Lack of involvement from the parents of those students who show several signs.

Plan to Monitor Progress Toward the Goal

Review data of number of students exhibiting early warning signs.

Person or Persons Responsible

Administration

Target Dates or Schedule:

October 24, 2013 January 21, 2014 March 31, 2014

Evidence of Completion:

Decrease in the number of students exhibiting warning signs and decrease in the number of signs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.

G1.B1 The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice identifying different text structures/organizational patterns.

G1.B1.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

Action Step 1

The Reading Coach will assist teachers in developing lesson plans that support the skill of summarizing information to determine text structure and main idea.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Teachers will have students practice the use of graphic organizers and text marking to analyze author's technique and style and to understand how these elements influence understanding of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks.

Action Step 3

Purchase Reading Plus Licenses to support the skill of summarizing information to determine text structure and main idea.

Person or Persons Responsible

Principal purchases licenses for student use

Target Dates or Schedule

First grading period

Evidence of Completion

Participation of students in Reading Plus Program and higher proficiency on the 2014 Reading FCAT 2.0.

Action Step 4

Purchase McDougal Literature workbooks for all students

Person or Persons Responsible

Principal purchases books for student use

Target Dates or Schedule

First day of school

Evidence of Completion

Arrival of books

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, interim assessments.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

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

G1.B1.S2 Teachers will participate in training to complete an individual professional development plan that addresses areas of improvement to increase student achievement. Professional development in the use of CRISS Strategies will be offered to help teachers address the FCAT Reading Application reporting category.

Action Step 1

Teachers will participate in professional development to review Common Core and CRISS Strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

Professional Development Date: November 8, 2013

Evidence of Completion

Completion of professional development plan and training log.

Facilitator:

Principal, Reading Coach, Math Leader

Participants:

All Faculty

Action Step 2

Review of Differentiated Instruction to Target Student Deficiencies Professional Development

Person or Persons Responsible

Teachers

Target Dates or Schedule

December 12, 2013

Evidence of Completion

Professional development sign-in sheet. Classroom observation of Differentiated Instruction

Facilitator:

Principal, Reading Coach, Math Leader, District Coaches

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Professional Development

Person or Persons Responsible

Department Chairs and Administration

Target Dates or Schedule

Sept. 30 for Professional Development Plan. Nov. 8 for Common Core Training and CRISS Strategy Review. Monitor implementation bi-weekly.

Evidence of Completion

Completed professional development plan. Training log.

Plan to Monitor Effectiveness of G1.B1.S2

Review professional development plans. Monitor completion of professional development activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed plan. Student progress as shown by increased student achievement.

G1.B2 The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited exposure to higher order critical thinking questions.

G1.B2.S1 Teachers will participate in professional development to review the different questioning taxonomies and help stimulate higher-order thinking in the classroom.

Action Step 1

Schedule higher order questioning strategies session in professional development calendar.

Person or Persons Responsible

Principal develops PD calendar.

Target Dates or Schedule

First week of week. Session takes place during first early release day.

Evidence of Completion

Sign-in sheet at training.

Facilitator:

Principal

Participants:

All faculty

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

Through classroom walkthrough visits.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Use of higher order questioning during lessons, greater student engagement.

Plan to Monitor Effectiveness of G1.B2.S1

Higher order thinking in the classroom

Person or Persons Responsible

All students

Target Dates or Schedule

Monthly

Evidence of Completion

Performance results on classroom assessments and interim assessments.

G1.B3 The area of deficiency for the Black, Hispanic, and ED subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Applications due to limited practice identifying implied main idea and author's purpose.

G1.B3.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

Action Step 1

The Reading Coach will assist teachers in developing lesson plans that support the skill of summarizing information to determine text structure, main idea, and understanding of text.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Increased achievement as evidenced by a higher percentage of students meeting proficiency.

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

Fidelity of implementation will be monitored by classroom walkthroughs and data meetings.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of G1.B3.S1

Analysis of monthly data reports and adjustment of instruction as necessary.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement

G1.B4 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B4.S1 Teachers will help students develop skills to make meaning of unfamiliar words and facilitate understanding of reading passages.

Action Step 1

Teachers will have students review what precedes and follows the passage, paragraph, or sentence containing the vocabulary word to determine the meaning from the context clues.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

Action Step 2

Purchase additional Visions Series A, B, and C resources

Person or Persons Responsible

Principal purchases books for student use

Target Dates or Schedule

First day of school

Evidence of Completion

Arrival of book purchases

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

Classroom walkthroughs and review of lesson plans

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of G1.B4.S1

Analysis of monthly data reports and adjustment of instruction as necessary.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement.

G1.B5 The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Applications.

G1.B5.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

Action Step 1

The Reading Coach will assist teachers in developing lesson plans that support the skill of summarizing information to determine text structure and main idea.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Increased student achievement as evidenced by higher percentages of students meeting proficiency.

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

Classroom walkthroughs and data meetings

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as evidenced by Interim Assessment Results and 2014 Reading FCAT 2.0 Results.

Plan to Monitor Effectiveness of G1.B5.S1

Analysis of monthly data reports and adjustment of instruction as necessary

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement as evidenced by Interim Assessment Results and 2014 Reading FCAT 2.0 Results.

G1.B6 The area of deficiency for the students making learning gains in Reading, as noted on the 2013 Reading FCAT 2.0 administration was Category 2: Reading Applications due to limited practice in determining main idea through inferring, paraphrasing and summarizing

G1.B6.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

Action Step 1

The Reading Coach will assist teachers in developing lesson plans that support the skill of summarizing information to determine text structure and main idea.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Increased student achievement as evidenced by higher percentages of students meeting proficiency.

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

Fidelity of implementation will be monitored by classroom walkthroughs and data meetings.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of G1.B6.S1

Analysis of monthly data reports and adjustment of instruction as necessary.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement

G1.B7 The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 Reading FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure to literature outside the school.

G1.B7.S1 Provide students with additional reading instruction to target their areas of need.

Action Step 1

Assign students to an intensive reading class, in addition to their regular language arts class, where they will read from a wide variety of texts, using word maps and word walls to increase their vocabulary. The Reading Plus program will help students develop skills in their area of need.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as evidenced by higher percentages of students meeting proficiency

Action Step 2

Purchase Cambium Learning's Passport Reading Journeys

Person or Persons Responsible

Principal purchases books for student use

Target Dates or Schedule

First day of school

Evidence of Completion

Arrival of books

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

Fidelity of implementation will be monitored by classroom walkthroughs and data meetings.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of G1.B7.S1

Analysis of monthly data reports and adjustment of instruction as necessary.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement

G1.B8 Students taking the CELLA exam showed difficulty in the area of listening and speaking, because since they come from non- English speaking homes, they have limited opportunities to practice academic English outside the classroom

G1.B8.S1 Teachers will model proper language use and will provide meaningful language practice and opportunities for students to use academic language in the classroom.

Action Step 1

Teachers will help students develop language skills by using strategies such as repetition, substitution questions, answer completion, and chants and raps.

Person or Persons Responsible

ESOL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work assignments and site-generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, interim assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-McDougal Littel Literature series, Quizzes/Tests and 2014 CELLA .

G1.B9 Students taking the CELLA exam showed difficulty in the area of reading since they have limited opportunities to read in English outside the classroom.

G1.B9.S1 Assign reading assignments to be completed at home where students need to reinforce the skills developed in the classroom.

Action Step 1

Teachers will help develop students' reading skills by using word banks, personal dictionaries, and semantic maps to help them "own" the skills that will enable them to understand independent reading outside the classroom.

Person or Persons Responsible

ESOL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work assignments and site-generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes, tests, interim assessments

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments-McDougal Littel Literature Series, Quizzes/Tests and 2014 CELLA .

G1.B10 Students taking the CELLA exam showed difficulty in the area of writing since they have limited opportunities to write academic English outside the classroom.

G1.B10.S1 Teachers will provide students with multiple opportunities to write academic English outside the classroom.

Action Step 1

Teachers will require students to maintain a daily journal and writing portfolio, completed outside school hours to document progress. Teachers will assign the daily journal topics and monitor completion of activities.

Person or Persons Responsible

ESOL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work assignments and site-generated assessments, including benchmarks.

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Completion of journal and portfolio

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of journal and portfolio and 2014 CELLA Writing results

G2. On the 2013 Writing FCAT 2.0 Assessment, only 27% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Writing FCAT 2.0 Assessment to 34%, indicating an increase of 7 percentage points.

G2.B1 An area of deficiency for students scoring 3.5 and above as noted on the 2013 administration of the Writing FCAT 2.0 was Writing Application: writing a persuasive essay that states a position or claim, presents details, evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments. Students also need to develop skills in the use of grammar and conventions.

G2.B1.S1 During writing instruction, teachers will instruct students on persuasive writing techniques.

Action Step 1

Schedule a professional development session to assist teachers in using poetry, print and media advertisements, editorials, and speeches as samples for students to evaluate persuasive techniques. Students will write a persuasive text responding to an advertisement, poster, or message.

Person or Persons Responsible

Writing Leader and Language Arts Teachers

Target Dates or Schedule

October 25, 2013 Professional Development

Evidence of Completion

Increased student achievement on practice prompts and 2014 FCAT Writing Assessment.

Facilitator:

Participants:

Writing Leader, Administration

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

Writing Leader and Administration will conduct classroom observations, review lesson plans, and meet with teachers to monitor implementation.

Person or Persons Responsible

Writing Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance results on classroom prompts and 2014 FCAT Writing Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Writing Leader and Administration will conduct classroom observations, review lesson plans, and meet with teachers to monitor implementation.

Person or Persons Responsible

Writing Leader, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Performance results on classroom prompts and 2014 FCAT Writing Assessment.

G2.B1.S2 Provide opportunities for student peer review as well as teacher/student conferencing.

Action Step 1

Teachers will have students review their writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronouns. There will be a focus on handwriting, spelling, capitalization and verb tenses when reviewing essays and editing.

Person or Persons Responsible

Writing Leader, Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement on practice prompts and 2014 FCAT Writing Assessment.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Writing Leader and Administration will conduct classroom observations, review lesson plans, and meet with teachers to monitor implementation.

Person or Persons Responsible

Writing Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance results on classroom prompts and 2014 FCAT Writing Assessment.

Plan to Monitor Effectiveness of G2.B1.S2

Writing Leader and administration will conduct classroom observations, review lesson plans, and meet with teachers to monitor implementation.

Person or Persons Responsible

Writing Leader and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Performance results on classroom prompts and 2014 FCAT Writing Assessment.

G3. On the 2013 Mathematics FCAT 2.0, only 36% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Mathematics FCAT 2.0 to 55%, indicating an increase of 19 percentage points.

G3.B1 The Hispanic subgroup did not meet the 2013 target of 49% scoring proficient on the 2013 FCAT Mathematics. Only 38% scored proficient. The Black subgroup did not meet the 2013 target of 50% scoring proficient. Only 35% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.

G3.B1.S1 Provide contexts for mathematical exploration and the development of student understanding in the areas of deficiency through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Math Leader will assist teachers in developing lessons to implement strategy and increase achievement in the listed areas.

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

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

Implementation will be monitored through classroom walk-throughs and feedback from Math leader.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G3.B1.S1

Strategies will be monitored for effectiveness through classroom walkthroughs and feedback from Math leader.

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Use of manipulatives and engaging math opportunities in the classroom as evidenced by class observations and student work; Interim Assessment results

G3.B2 The English Language Learner (ELL) subgroup did not meet the 2013 target of 50% scoring proficient on the 2013 FCAT Mathematics. Only 16% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.

G3.B2.S1 Because this subgroup is learning a new language, instruction in the academic vocabulary through the use of word lists, word wall, visuals, and manipulatives, will enable students to interpret and solve math problems.

Action Step 1

Teachers will use vocabulary building skills to enable students to interpret and solve math problems

Person or Persons Responsible

Math Leader, ELL teacher, Math teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Observation Form indicating use of word lists, word walls, visuals, and manipulatives

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

Use of strategy in the classroom

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Observation Form, increased student achievement

Plan to Monitor Effectiveness of G3.B2.S1

Use of strategy in the classroom

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement on classroom and interim assessments

G3.B3 The Students with Disabilities (SWD) subgroup did not meet the 2013 target of 43% scoring proficient on the 2013 FCAT Mathematics. Only 21% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.

G3.B3.S1 Teachers will help students utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry & measurement, fractions, and statistics.

Action Step 1

Math Leader will assist teachers in developing lessons to implement the strategy and increase achievement in the listed areas.

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

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

Through classroom walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G3.B3.S1

Through classroom walkthroughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans. increased student achievement

G3.B4 The Economically Disadvantaged (ED) subgroup did not meet the 2013 target of 50% scoring proficient on the 2013 FCAT Mathematics. Only 36% scored proficient. The 3 benchmarks with the lowest scores include Geometry and Measurement, Number Operations, and Statistics.

G3.B4.S1 Teachers will help students utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry & measurement, fractions, and statistics.

Action Step 1

Math Leader will assist teachers in developing lessons to implement the strategy and increase achievement in the listed areas.

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

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

Through classroom walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G3.B4.S1

Through classroom walkthroughs and feedback from Math leader, effectiveness will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans. Increased student achievement.

G3.B5 The number of students scoring at a Level 3 on the 2013 FCAT 2.0 Mathematics was 23%. The 2014 target is 39%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

G3.B5.S1 Teachers will help students utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry & measurement, fractions, and statistics.

Action Step 1

Math Leader will assist teachers in developing lessons to implement the strategy and increase achievement in the listed areas.

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

Action Step 2

Professional Development Session on the Math Common Core Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Professional development sign-in sheet and documentation of standards-aligned instruction on the classroom observation form.

Facilitator:

Math Leader

Participants:

All Faculty

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

Through classroom walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G3.B5.S1

Through classroom walkthroughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans. increased student achievement.

G3.B5.S2 Teachers will infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of the lowest scoring benchmarks.

Action Step 1

Professional development session on higher order questioning strategies

Person or Persons Responsible

Led by principal for all faculty

Target Dates or Schedule

First Early Release Date: September 26, 2013

Evidence of Completion

Attendance log, classroom observation of skill implementation

Facilitator:

Principal

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Use of higher order questioning

Person or Persons Responsible

Use of higher order questioning by teachers as observed by administration during class visits.

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation of skill practice

Plan to Monitor Effectiveness of G3.B5.S2

Effectiveness of training and skill implementation

Person or Persons Responsible

Administration and all faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

G3.B6 The number of students scoring at or above Level 4 on the 2013 FCAT 2.0 Mathematics was 9%. The 2014 target is 16%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

G3.B6.S1 Teachers will provide students with enrichment opportunities to extend their learning by incorporating moderate to high complex tasks with multiple solutions where students explain their thinking.

Action Step 1

Development and implementation of enrichment opportunities

Person or Persons Responsible

Administration, Math Leader, Math Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of student enrichment opportunities during differentiated instruction

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

Development and implementation of enrichment opportunities

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation of student enrichment opportunities, lesson plans, assessment results

Plan to Monitor Effectiveness of G3.B6.S1

Number of enrichment opportunities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations, lesson plans, assessment results

G3.B7 The number of students making learning gains on the 2013 FCAT 2.0 Mathematics was 53%. The 2014 target is 58%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

G3.B7.S1 Teachers will use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities.

Action Step 1

Teachers will assign students to groups based on need and monitor progress.

Person or Persons Responsible

Administration, Math Leader, Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of differentiated instruction in the classroom, attendance log of tutoring programs

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

Implementation of Differentiated Instruction and Tutoring Programs

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation of skill implementation and attendance log of tutoring programs

Plan to Monitor Effectiveness of G3.B7.S1

Effectiveness of differentiated instruction and tutoring programs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment results

G3.B8 The number of students in the lowest 25% making learning gains on the 2013 FCAT 2.0 Mathematics was 58%. The 2014 target is 62%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

G3.B8.S1 Administration will identify students in the lowest 25% to participate in a tutorial program that targets their areas of deficiency.

Action Step 1

Identification of lowest 25% and development of tutoring program

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

By the second week of week

Evidence of Completion

Lowest 25% roster and attendance log of tutoring program

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

Implementation of lowest 25% tutoring program

Person or Persons Responsible

Administration, Math Leader, Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance rosters of tutoring program

Plan to Monitor Effectiveness of G3.B8.S1

Effectiveness of tutoring program

Person or Persons Responsible

Administration, Math Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Assessment results and classroom assessments

G4. During the 2013-2014 school year, the school will increase the participation and performance of students on the high school End-of-Course Exams (EOC) and industry certifications.

G4.B1 Many students are deficient in basic computer skills. Due to End-of-Course (EOC) Exams being computer-based, students will need increased experience with technology, such as reading information onscreen, solving problems on paper, and then reporting responses on the computerized test format.

G4.B1.S1 Teachers will instruct students on the necessary skills for success on computer-based testing, so that students record their responses effectively and without taking additional testing time.

Action Step 1

Administration will develop a schedule for the use of the computer lab and the laptop carts so that students develop skills in computer-based testing and benefit from the use of technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

First month of school

Evidence of Completion

Completion of computer lab schedule

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

Visits to computer lab to ensure classes are following schedule and all students are benefiting.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement on the 2014 FCAT.

Plan to Monitor Effectiveness of G4.B1.S1

Visits to the computer lab and feedback from teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement.

G5. On the 2013 Algebra EOC Exam, 50% of students scored at Level 3. The goal is to increase proficiency at Level 3 on the 2014 EOC to 53%, indicating an increase of 3 percentage points and proficiency at Level 4 to 11%, indicating an increase of 2 % pts.

G5.B1 Student's lack of technology use was a barrier to their performance on the Algebra EOC.

G5.B1.S1 Teachers will instruct students on the necessary skills for success on computer-based testing, so that students record their responses effectively and without taking additional testing time.

Action Step 1

Math Leader will develop schedule for Math department to use the computers and the laptop cart.

Person or Persons Responsible

Math Leader

Target Dates or Schedule

Weekly Schedule of Lab Use

Evidence of Completion

Increased student achievement as demonstrated by results of benchmark and interim assessments.

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

Through computer lab walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results.

Plan to Monitor Effectiveness of G5.B1.S1

Through computer lab walk-throughs and feedback from Math leader, implementation will be monitored.

Person or Persons Responsible

Math Leader, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement as shown by Interim Assessment Results and the 2014 EOC Results.

G6. On the 2013 Science FCAT, only 13% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Science FCAT to 19%, indicating an increase of 6 percentage points.

G6.B1 Results of the 2013 FCAT 2.0 Science Assessment indicate that students scoring at Achievement Level 3 had difficulty with Reporting Category: Nature of Science. Because it's the school's first year offering high school biology to middle school students, our goal is to meet the District average for proficiency. Results of biology baselines assessments will indicate areas of deficiency.

G6.B1.S1 Teachers will implement lab activities so that students become familiar with the nature of "doing science." Students will acquire higher order thinking skills as they test theories and build knowledge through exploration.

Action Step 1

Teachers will develop List of Essential Labs

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

First Month of School

Evidence of Completion

Completed List of Lab Activities

Action Step 2

Purchase Prentice Hall Comprehensive Science and Biology Textbooks.

Person or Persons Responsible

Principal purchases books for student use

Target Dates or Schedule

First day of school

Evidence of Completion

Arrival of books

Action Step 3

Purchase science lab supplies

Person or Persons Responsible

Principal

Target Dates or Schedule

First day of school

Evidence of Completion

Availability of supplies for lab activities

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

Implementation of Lab Activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation on Classroom Walkthrough Forms

Plan to Monitor Effectiveness of G6.B1.S1

Effectiveness of Lab Activities

Person or Persons Responsible

Administration

Target Dates or Schedule

October 24, 2013 January 21, 2014 March 31, 2014

Evidence of Completion

Increased student achievement on Science Interims, the 2014 Science FCAT, and the 2014 Biology EOC.

G6.B1.S2 Science Department Chair will establish a plan and timeline for the development of student projects, ensuring that all students participate in scientific enrichment activities.

Action Step 1

Develop the plan and timeline for the development exhibition of projects in science fairs and other competitions.

Person or Persons Responsible

Science Dept. Chair

Target Dates or Schedule

Plan should be completed by September 20.

Evidence of Completion

Plan completion and increase in number of students participating in science competitions.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Edusoft reports of biweekly science assessments will be reviewed. Instruction will be intensified and curriculum focus will be adjusted as necessary, using the appropriate resources.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

During the first month of school to ensure plan completion and ongoing to track participation in science competitions.

Evidence of Completion

Completion of plan and number of students participating in science competitions. 2014 Science FCAT performance results.

Plan to Monitor Effectiveness of G6.B1.S2

Edusoft reports of biweekly science assessments will be reviewed. Instruction will be intensified and curriculum focus will be adjusted as necessary, using the appropriate resources.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

During the first month of school to ensure plan completion and ongoing to track participation in science competitions.

Evidence of Completion

Completion of plan and number of students participating in science competitions. 2014 Science FCAT performance results.

G7. During the 2013-2014 school year , the school will offer the Biology course for the first time. The goal is for 55% of the students to score at proficiency levels on the 2014 Biology End-of-Course Exam.

G7.B1 Many students are deficient in basic computer skills. Because the Biology EOC is a computer-based test, students will need increased experience with technology.

G7.B1.S1 Teachers will instruct students on the necessary skills for success on computer-based testing, so that students record their responses effectively and without taking additional testing time.

Action Step 1

Administration will develop a schedule fo the use of the computer lab and the laptop carts so that students develop skills in computer-based testing and benefit from the use of technology.

Person or Persons Responsible

Administration

Target Dates or Schedule

First month of school

Evidence of Completion

Completion of computer lab schedule

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

Visits to computer lab to ensure classes are following schedule and all students are benefiting.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement on the 2014 FCAT.

Plan to Monitor Effectiveness of G7.B1.S1

Visits to the computer lab and feedback from teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased Achievement

G8. During the 2012-2013 school year, 70% of students participated in STEM-related activities. The goal for the 2013-2014 school year is to increase the participation of students in STEM-related activities to 73%, indicating an increase of 3 % points.

G8.B2 The barriers are the teachers' lack of experience in implementing STEM-related activities.

G8.B2.S1 Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Action Step 1

Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

See Professional Development Calendar for date.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

Facilitator:

Principal

Participants:

The Administration and Science Department Head

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

Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

Ongoing. Check for increase in activities and participation.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

Plan to Monitor Effectiveness of G8.B2.S1

Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking

Person or Persons Responsible

The Administration and Science Department Head

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results

G9. During the 2013-2014 school year, the school seeks to have 30% of students complete a career/research course to help students understand how their current educational and personal choices will affect their career choices.

G9.B1 Career/Research is a new class offered at the school. Students may not want to enroll in a class they know little about. Teachers lack experience in teaching the course.

G9.B1.S1 Inform parents and students about the importance of taking a career/research class before beginning ninth grade.

Action Step 1

Provide class overview during registration night and again during student orientation to inform students and parents of the purpose of the class and the topics covered.

Person or Persons Responsible

Career/Research Teachers, Administration

Target Dates or Schedule

September 23, 2013

Evidence of Completion

Attendance as documented on sign-in sheets.

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

Emphasis on the importance of career/research will be made at parent meetings throughout the school year. Teachers will be provided guidance in developing lesson plans in the area of career awareness.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agendas documenting discussion of career awareness.

Plan to Monitor Effectiveness of G9.B1.S1

Use data to guide decision making in the area of career/research classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Enrollment and student attendance in career research classes. Lesson plans indicating coverage of career awareness topics and goals met.

G9.B1.S2 Provide resources and guidance to assist teachers as they develop lesson plans in the area of career awareness.

Action Step 1

School counselor and administration will meet with teachers to discuss the curriculum and lead brainstorming session for project ideas and career awareness school events.

Person or Persons Responsible

Counselor and administration

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Development of career awareness classroom activities and school-wide activities.

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Implementation of the guidance session.

Person or Persons Responsible

School counselor and administration

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Session sign-in sheet

Plan to Monitor Effectiveness of G9.B1.S2

Strategies will be monitored for effectiveness through the use of classroom observations and student data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will reflect effective teaching strategies in the area of career awareness

G10. On the 2013 Baseline Civics Exam, the lowest scoring category was Organization and Function of Government with 29% of the questions answered correctly. The goal is to increase the number of questions answered correctly in all categories to at least 51%.

G10.B1 Because the school is implementing the newly State-adopted curriculum and establishing baseline data, teachers lack experience implementing the new curriculum and using Civics Assessment data to guide instruction.

G10.B1.S1 Administration will assist teachers in making use of data to guide instructional decisions.

Action Step 1

Help teachers become familiar with the new curriculum by having the Dept. Chair attend the District Social Studies Meeting and then sharing the information with the rest of the department. The Dept. Chair and Administrator assigned to that dept. will review the lesson plans to ensure implementation.

Person or Persons Responsible

Social Studies Department Chair

Target Dates or Schedule

During District-scheduled Social Studies Department Chairs' Meeting

Evidence of Completion

Lesson plans documenting instruction in the standards

Action Step 2

Administer Baseline and Interim Assessments and use the data to target student deficiencies.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

During assessment period

Evidence of Completion

Documentation of data analysis and plan to address deficiencies.

Action Step 3

Purchase McGraw Hill's Florida Civics and Geography Resources

Person or Persons Responsible

Principal purchases books for student use

Target Dates or Schedule

First day of school

Evidence of Completion

Arrival of books

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

Implementation of Interim Assessment Program and data analysis

Person or Persons Responsible

Social Studies Department Chair and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation of data analysis and plan to address deficiencies.

Plan to Monitor Effectiveness of G10.B1.S1

Using data to guide instructional decisions

Person or Persons Responsible

Civics Teachers, Social Studies Department Chair, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement on classroom and interim assessments and the 2014 Civics EOC Exam

G11. During the 2013-2014 school year, the school's Early Warning System Goal is to decrease the number of students who missed 10% or more of available instructional time to 1%. The 2012-2013 amount was 2%.

G11.B1 Lack of involvement from the parents of those students who show several signs.

G11.B1.S1 Use our resources to involve the parents of students who show early warning signs. Parents will be included as part of the team that addresses a student's needs (early warning signs), along with the counselor, community involvement specialist, teachers, and administration so that they, too, are able to extend the work of the school at home.

Action Step 1

Review student records to identify students exhibiting warning signs.

Person or Persons Responsible

Counselor, Community Involvement Specialist, MTSS/RtI Team

Target Dates or Schedule

Identify students during the first month of school and review student records throughout the year to identify any others showing early warning signs.

Evidence of Completion

Roster of students showing "early warning signs." Log documenting interventions.

Action Step 2

Develop an incentive program for student attendance, behavior, and academic performance

Person or Persons Responsible

Administration

Target Dates or Schedule

First month of school

Evidence of Completion

Completed program

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

Meeting with counselor, community involvement specialist, teachers, and parent to discuss implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent conference logs. Decrease in number of students showing warning signs. Decrease in the number of warning signs.

Plan to Monitor Effectiveness of G11.B1.S1

Meeting with counselor, community involvement specialist, teachers, and parent to discuss implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent conference logs. Decrease in number of students showing warning signs. Decrease in the number of warning signs.

Coordination and Integration

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

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

Title 1:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Supplemental Academic Instruction

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Program

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence

Prevention per grade level Pre-K thru 12.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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. On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.

G1.B1 The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice identifying different text structures/organizational patterns.

G1.B1.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

PD Opportunity 1

The Reading Coach will assist teachers in developing lesson plans that support the skill of summarizing information to determine text structure and main idea.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks.

G1.B1.S2 Teachers will participate in training to complete an individual professional development plan that addresses areas of improvement to increase student achievement. Professional development in the use of CRISS Strategies will be offered to help teachers address the FCAT Reading Application reporting category.

PD Opportunity 1

Teachers will participate in professional development to review Common Core and CRISS Strategies

Facilitator

Principal, Reading Coach, Math Leader

Participants

All Faculty

Target Dates or Schedule

Professional Development Date: November 8, 2013

Evidence of Completion

Completion of professional development plan and training log.

PD Opportunity 2

Review of Differentiated Instruction to Target Student Deficiencies Professional Development

Facilitator

Principal, Reading Coach, Math Leader, District Coaches

Participants

All Faculty

Target Dates or Schedule

December 12, 2013

Evidence of Completion

Professional development sign-in sheet. Classroom observation of Differentiated Instruction

G1.B2 The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited exposure to higher order critical thinking questions.

G1.B2.S1 Teachers will participate in professional development to review the different questioning taxonomies and help stimulate higher-order thinking in the classroom.

PD Opportunity 1

Schedule higher order questioning strategies session in professional development calendar.

Facilitator

Principal

Participants

All faculty

Target Dates or Schedule

First week of week. Session takes place during first early release day.

Evidence of Completion

Sign-in sheet at training.

G2. On the 2013 Writing FCAT 2.0 Assessment, only 27% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Writing FCAT 2.0 Assessment to 34%, indicating an increase of 7 percentage points.

G2.B1 An area of deficiency for students scoring 3.5 and above as noted on the 2013 administration of the Writing FCAT 2.0 was Writing Application: writing a persuasive essay that states a position or claim, presents details, evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments. Students also need to develop skills in the use of grammar and conventions.

G2.B1.S1 During writing instruction, teachers will instruct students on persuasive writing techniques.

PD Opportunity 1

Schedule a professional development session to assist teachers in using poetry, print and media advertisements, editorials, and speeches as samples for students to evaluate persuasive techniques. Students will write a persuasive text responding to an advertisement, poster, or message.

Facilitator

Participants

Writing Leader, Administration

Target Dates or Schedule

October 25, 2013 Professional Development

Evidence of Completion

Increased student achievement on practice prompts and 2014 FCAT Writing Assessment.

G3. On the 2013 Mathematics FCAT 2.0, only 36% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Mathematics FCAT 2.0 to 55%, indicating an increase of 19 percentage points.

G3.B5 The number of students scoring at a Level 3 on the 2013 FCAT 2.0 Mathematics was 23%. The 2014 target is 39%. The areas of deficiency were Geometry and Measurement, Number Operations, and Statistics.

G3.B5.S1 Teachers will help students utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of geometry & measurement, fractions, and statistics.

PD Opportunity 1

Professional Development Session on the Math Common Core Standards

Facilitator

Math Leader

Participants

All Faculty

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Professional development sign-in sheet and documentation of standards-aligned instruction on the classroom observation form.

G3.B5.S2 Teachers will infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of the lowest scoring benchmarks.

PD Opportunity 1

Professional development session on higher order questioning strategies

Facilitator

Principal

Participants

All faculty

Target Dates or Schedule

First Early Release Date: September 26, 2013

Evidence of Completion

Attendance log, classroom observation of skill implementation

G8. During the 2012-2013 school year, 70% of students participated in STEM-related activities. The goal for the 2013-2014 school year is to increase the participation of students in STEM-related activities to 73%, indicating an increase of 3 % points.

G8.B2 The barriers are the teachers' lack of experience in implementing STEM-related activities.

G8.B2.S1 Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

PD Opportunity 1

Professional development will be offered to educate the faculty on the use of STEM to further higher-order thinking.

Facilitator

Principal

Participants

The Administration and Science Department Head

Target Dates or Schedule

See Professional Development Calendar for date.

Evidence of Completion

Sign-in logs at meeting. Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. 2014 Science FCAT results.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.	\$17,900
G6.	On the 2013 Science FCAT, only 13% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Science FCAT to 19%, indicating an increase of 6 percentage points.	\$15,000
G10.	On the 2013 Baseline Civics Exam, the lowest scoring category was Organization and Function of Government with 29% of the questions answered correctly. The goal is to increase the number of questions answered correctly in all categories to at least 51%.	\$3,500
G11.	During the 2013-2014 school year, the school's Early Warning System Goal is to decrease the number of students who missed 10% or more of available instructional time to 1%. The 2012-2013 amount was 2%.	\$3,000
Total		\$39,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Total
FTE	\$22,500	\$0	\$3,000	\$25,500
EESAC Allocation	\$0	\$3,000	\$0	\$3,000
Title 1	\$10,900	\$0	\$0	\$10,900
Total	\$33,400	\$3,000	\$3,000	\$39,400

Budget Details

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

G1. On the 2013 Reading FCAT 2.0, only 41% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Reading FCAT 2.0 to 60%, indicating an increase of 19 percentage points.

G1.B1 The area of deficiency for students scoring FCAT Level 3 , as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice identifying different text structures/organizational patterns.

G1.B1.S1 Teachers will provide students practice in summarizing information to determine different types of text structure. Teachers will help students develop skills to determine author's technique and style to understand how these elements influence understanding of text.

Action Step 3

Purchase Reading Plus Licenses to support the skill of summarizing information to determine text structure and main idea.

Resource Type

Evidence-Based Program

Resource

Software program for skill development

Funding Source

Title 1

Amount Needed

\$10,000

Action Step 4

Purchase McDougal Literature workbooks for all students

Resource Type

Evidence-Based Program

Resource

Practice workbooks

Funding Source

Title 1

Amount Needed

\$900

G1.B4 The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary.

G1.B4.S1 Teachers will help students develop skills to make meaning of unfamiliar words and facilitate understanding of reading passages.

Action Step 2

Purchase additional Visions Series A, B, and C resources

Resource Type

Evidence-Based Program

Resource

Resource for English Language Learners

Funding Source

FTE

Amount Needed

\$3,500

G1.B7 The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 Reading FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure to literature outside the school.

G1.B7.S1 Provide students with additional reading instruction to target their areas of need.

Action Step 2

Purchase Cambium Learning's Passport Reading Journeys

Resource Type

Evidence-Based Program

Resource

Reading Intervention

Funding Source

FTE

Amount Needed

\$3,500

G6. On the 2013 Science FCAT, only 13% of students achieved proficiency. The goal is to increase student proficiency on the 2014 Science FCAT to 19%, indicating an increase of 6 percentage points.

G6.B1 Results of the 2013 FCAT 2.0 Science Assessment indicate that students scoring at Achievement Level 3 had difficulty with Reporting Category: Nature of Science. Because it's the school's first year offering high school biology to middle school students, our goal is to meet the District average for proficiency. Results of biology baselines assessments will indicate areas of deficiency.

G6.B1.S1 Teachers will implement lab activities so that students become familiar with the nature of "doing science." Students will acquire higher order thinking skills as they test theories and build knowledge through exploration.

Action Step 2

Purchase Prentice Hall Comprehensive Science and Biology Textbooks.

Resource Type

Evidence-Based Program

Resource

Textbooks

Funding Source

FTE

Amount Needed

\$12,000

Action Step 3

Purchase science lab supplies

Resource Type

Evidence-Based Materials

Resource

Science lab supplies

Funding Source

FTE

Amount Needed

\$3,000

G10. On the 2013 Baseline Civics Exam, the lowest scoring category was Organization and Function of Government with 29% of the questions answered correctly. The goal is to increase the number of questions answered correctly in all categories to at least 51%.

G10.B1 Because the school is implementing the newly State-adopted curriculum and establishing baseline data, teachers lack experience implementing the new curriculum and using Civics Assessment data to guide instruction.

G10.B1.S1 Administration will assist teachers in making use of data to guide instructional decisions.

Action Step 3

Purchase McGraw Hill's Florida Civics and Geography Resources

Resource Type

Evidence-Based Program

Resource

Civics Textbooks

Funding Source

FTE

Amount Needed

\$3,500

G11. During the 2013-2014 school year, the school's Early Warning System Goal is to decrease the number of students who missed 10% or more of available instructional time to 1%. The 2012-2013 amount was 2%.

G11.B1 Lack of involvement from the parents of those students who show several signs.

G11.B1.S1 Use our resources to involve the parents of students who show early warning signs. Parents will be included as part of the team that addresses a student's needs (early warning signs), along with the counselor, community involvement specialist, teachers, and administration so that they, too, are able to extend the work of the school at home.

Action Step 2

Develop an incentive program for student attendance, behavior, and academic performance

Resource Type

Other

Resource

EESAC Allocation: \$5 per student

Funding Source

EESAC Allocation

Amount Needed

\$3,000