



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Youth Co Op Preparatory High School

7700 WEST 20 AVE

Hialeah, FL 33016

305-819-8855

<http://yccs.dadeschools.net>

School Demographics

| | | |
|-------------------------------------|------------------------------|---|
| School Type High School | Title I Yes | Free and Reduced Lunch Rate 75% |
| Alternative/ESE Center No | Charter School Yes | Minority Rate 96% |

School Grades History

| | | | |
|---------------------|---------------------|----------------|----------------|
| 2013-14 B | 2012-13 A | 2011-12 | 2010-11 |
|---------------------|---------------------|----------------|----------------|

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

Youth Co Op Preparatory High School

Principal

Maritza Aragon; Board Chair: O. Frank Valladares

School Advisory Council chair

Shaina Nelson

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

| Name | Title |
|-------------------|-----------------------------|
| Mayla Suarez | High School English Teacher |
| Lorena Liscano | School Counselor |
| Shaina Nelson | Reading Coach |
| Alejandro Portela | Test Chair |
| Pierre Alexis | High School Math Teacher |
| Jacqueline Corcho | SPED Specialist |
| Tania Alonso | High School Social Studies |
| Mr. Pankey | High School Science |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

1/12/2014

School Advisory Council (SAC)

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

Membership of the SAC

Principal: Maritza Aragon

Alternate Principal: Leisy Reitz

ESSAC Chair/Teacher: Shaina Nelson

Teacher: Tania Alonso

Alternate Teacher: Pierre Alexis

Educational Support: Cyndy Crus

Alternate Educational Support: Marlene Vinuela

Parent: Iset Prieto

Parent: Livio Silva

Parent: Jose Luna
Parent: Mireya-Rios Cross
Parent: Digna Valverde
Parent: Manny Lopez
Parent: Miriam Olivera
Alternate Parent: Barbara Aleman
Student Representative: Larissa Silva
Student Representative: Edgar Luna Rios
Alternative Student Representative: Frank Padilla
Business/Community Representative: Jonathan Martinez
Business/Community Representative: Mina Mandel
Principal 1, Alternate Principal-1, Teachers-2, Alternate Teacher-1, Educational Support- 1, Alternate Educational Support- 1, Parents-6, Alternate Parent- 1, Student-2, Alternate Student-1, BCR-2

Involvement of the SAC in the development of the SIP

The beginning of the new year will commence with a review of the latest School Improvement Plan, as well as revise the mission and vision, if necessary, of YCPS. Elections will also take place during the first meetings. As the year progresses, approval/review of the new budget, as well as of incoming data, will take up most of the Council's activities. Midyear review of progress made towards the SIP goals will be revisited. The end of the school year will see members planning for the new SIP again, as well as reviewing the school's strengths and weaknesses towards its goals. Elections may take place as well, including further development of parental involvement activities and support services. As always, the EESAC will monitor the SIP for progress towards goals throughout the year.

Activities of the SAC for the upcoming school year

The SAC will be informed of all changes made to the SIP as well as be kept updated of all newly attained data for the school. Elections may take place as well, including further development of parental involvement activities and support services. As always, the EESAC will monitor the SIP for progress towards goals throughout the year. EESAC will vote on the distribution of the A money.

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

The school improvement funds will be used towards the purchasing of P.E. equipment and around \$200 will be used towards music equipment.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maritza Aragon; Board Chair: O. Frank Valladares

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

BS- Education, Montclair State College; Master of Science-Educational Leadership, Nova Southeastern University; and Holds professional certification in the areas of Social Science, Spanish, and

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –No
 Math AMO–No
 2012-School Grade-A
 Rdg. Proficiency, 68%
 Math Proficiency, 68 %
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 81 points
 Math Imp. of Lowest 25%-79 points
 Rdg. AMO – No
 Math AMO – No
 2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points
 2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points
 2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Leisy Reitz

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

BS – Professional Administration, Florida, Barry University
 Master of Science-Educational Leadership, Nova Southeastern

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25%- 73 points
 Rdg. AMO – No
 Math AMO – No
 2012-School Grade- A
 Rdg. Proficiency, 68 %
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 81% - points
 Math Imp. of Lowest 25%- 71 points
 Rdg. AMO – No
 Math AMO – No
 2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points
 2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points
 2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shaina Nelson

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Bachelors in Elementary Education K-6, Masters in Elementary Education, ESOL Endorsement K-12, Mathematics 5-9

Performance Record

2013 – School Grade – A
 Rdg. Proficiency, 69%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 69 points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –No
 Math AMO–No
 2012-School Grade-A
 Rdg. Proficiency, 68%
 Math Proficiency, 68 %
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 81 points
 Math Imp. of Lowest 25%-79 points
 Rdg. AMO – No
 Math AMO – No
 2011-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25%-74 points
 2010-School Grade-A
 Rdg. Proficiency, 79%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25%-68 points
 2009-School Grade-A
 Rdg. Proficiency, 81%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 77 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25%-79 points

Classroom Teachers**# of classroom teachers**

5

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

4, 80%

ESOL endorsed

, 0%

reading endorsed

1, 20%

with advanced degrees

, 0%

National Board Certified

0, 0%

first-year teachers

1, 20%

with 1-5 years of experience

4, 80%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

Teacher positions are advertised online at teacherteachers.com. Also, competitive salaries are assigned to all employees that match the districts. In order to retain highly qualified teachers, benefits such as free health insurance, a 401K plan and dental insurance are made available to all employees. IPEGS evaluations are completed yearly in order provide feedback for teachers.

Classroom observations are also done about twice per year in order to provide pointers or encourage the teacher to continue doing a great job.

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

Mentee teachers will be assigned a mentor who has experience in the mentees teacher's subject area for the entire school year.

The following are the planned mentors' activities responsibilities:

- Regular formal and informal meeting with mentee(s)
- Assist the mentee(S) in becoming familiar with the daily operations of the school
- Classroom visitations/observation for positive corrective feedback
- Lesson plan and DATA support
- Curriculum development and teaching methods meetings
- Classroom management strategies

In addition, the Reading Coach will also plan subject area and grade levels meetings for all new teachers in the areas of curriculum, instructional development, supplemental resources, teaching strategies, and intervention programs for Reading, Math, and Science. The mentor and mentees will be planning classroom visits to model and demonstrate successful teaching strategies; both the mentor and mentees will share materials, curriculum development, and teaching methods. Meetings during the Professional Learning Communities will be conducted in order to discuss and reflect on the teaching process, discuss specific areas where improvement is needed, and discuss school-related procedures, assignments, and issues. The reading coach will also model using effective reading and writing strategies. Formal and informal mentoring and conversations will take place between the mentor and mentees. The mentor will model appropriate classroom management strategies and will be open for questions and procedures that the mentees might have. The rationale for pairing includes pairing up veteran teachers that have shown exceptional teaching evidence with newer teachers.

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

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

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

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. Rtl leadership is vital; therefore, in building its team, the school has considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) and the Reading Coach who will extend support and report on meeting the goals of the leadership team at grade level, subject area, and intervention group.
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- School reading, math, science, and behavior specialist
 - Special education personnel

- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the students' needs. Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The Rtl four-step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed. Ms. Aragon establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission, provides a common vision for the use of data-based decision-making, ensures that the RTI initiative is implemented; ensures implementation of intervention, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Shares the principal's mission and vision; assists and participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General education Teachers and department chairs (Primary and Intermediate): Provide information and academic resources about core instruction, participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention, collaborate with other staff to effectively implement tiered instruction and intervention, and successfully implement focus calendars and pacing guides.

Support the reading coach in accomplishing success in the school's implementation of the CRRP.

Exceptional Student Education (SPED) Chair: Provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school.

Reading Coach: Assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; remains abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Parental Involvement Liaison: Assists in planning, implementing and administering educational support to school programs and special projects in which the parental community is involved; provides an on-going channel of communication for staff, faculty, parents and the community; recruits parent volunteers for educational activities; solicits the participation of local group committees in school life; and solicits the participation of local business communities in programs for parental involvement.

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level.

The purpose of the Reading Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least quarterly.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Principal: Maritza Aragon - serves as the educational leader; responsible for managing the policies, regulations, and procedures to ensure that all students are individually assessed and academically addressed; establishes and promotes high standards and expectations for all students and staff for increased academic performance and behavior consistent with Youth Co-Op's mission; provides a common vision for the use of data-based decision-making; ensures that the RTI initiative is implemented; ensures implementation of intervention and adequate professional development to support RTI implementation; and communicates with parents regarding school-based academic plans and activities.

Assistant Principal: Leisy Reitz - shares the principal's mission and vision; assists and participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

General Education Teachers (Primary and Intermediate): provide information and academic resources about core instruction; participate in data collection, interpretation and analysis, deliver and implement tiered instruction/ intervention; collaborate with other staff to effectively implement tiered instruction and intervention and successfully implement focus calendars and pacing guides; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Reading Coach: Shaina Nelson - assists with the development, coordination and implementation of the CRRP in the school; recommends materials for purchase that support the reading plan; coaches and demonstrates lessons for teachers; attends district-level staff development workshops and shares the information with faculty and staff; participates in the development of recommended reading lists; keep abreast of reading policies, requirements and strategies and shares these with peers; and assists in the evaluation of new instructional programs and instructional materials.

Exceptional Student Education (SPED) Chair/School Counselor: Jacqueline Corcho/Lorena Liscano - provides assistance and guidance on the effective implementation of accommodations for the SPED population at the school.

Alejandro Portela (Test Chair): provides information on testing schedule and teacher training, provides information and academic resources about core instruction; participate in data collection, interpretation and analysis, collaborate with other staff to effectively implement tiered instruction and intervention; support the reading coach in accomplishing success in the school's implementation of the CRRP.

Bronwen Leaver: Elementary Teacher

Lorena Liscano: School Counselor

Shaina Nelson: Reading Coach

Alejandro Portela: Test Chair

Carlos Rodriguez: Middle School History
Pierre Alexis: Middle School Math teacher
Jacqueline Corcho: SPED Specialist

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider the data gathered at the end of year to address and solve Tier 1 problems.

The RTI Leadership Team and/ or its sub-groups will continue to meet with the principal, assistant principal, and the lead teacher to help develop and implement the SIP in conjunction with the EESAC committee. The team will obtain and analyze data as discussed before on the three different tier targets. It will analyze its implications, provide intervention programs, and monitor their effective implementation in conjunction with the core programs. This multi-tiered approach guarantees high quality instruction and intervention matched with the students' needs. The team will analyze the school as a community in a holistic manner taking into consideration its culture, organization, and curriculum. The team in general understands the School Improvement Plan (SIP) as a guiding live document that is continually reviewed and modified to ensure that the students have programs, resources, and interventions in place so that they can achieve their greatest potential. The RTI team through the school improvement plan strives to continue to meet AYP in all sub-groups, as well as to engage in continuous efforts to implement a continuous problem-solving RTI frame at YCPCS. The RTI problem-solving process dictates and guides our school improvement plan and makes it a true live document.

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

1. 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
2. Managed data will include:
 - Academic
 - FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools)
 - Baseline Benchmark Assessments
 - Interim assessments
 - State/Local Math and Science assessments
 - FCAT
 - EOC's
 - PSAT
 - AP examinations
 - Student grades
 - School site specific assessments
 - Behavior
 - Positive Behavior Strategies
 - Student Case Management System
 - Detentions

- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Staff/students/parents 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 at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.

2. Providing support for school staff to understand basic Rtl principles and procedures and providing a network of ongoing support for Rtl organized through feeder patterns.

Professional development (PD) will be provided to new faculty members and will continue to be provided to new staff through the State's Rtl portal, pending on State's availability of courses. One PD session specifically addressing RTI will take place in September and will involve all staff members in order to refresh the school's climate/culture towards the understanding of data-driven instruction and how to individually address student's academic needs in order to make sound instructional decisions and intervene early. The reading department was already trained on the FAIR assessment and ongoing review sessions will be conducted on an individual basis; emphasis will be put on its close relationship and contribution to a tiered academic system in Youth Co-Op Preparatory Charter School. Due to the fact that Youth Co-Op strives to follow the CRRP with fidelity, the reading and language arts department is well versed in the understanding of how assessment and intervention integrate in a multi-level prevention system to maximize student achievement and to reduce behavior problems. The team will identify students at risk for poor learning outcomes, monitor their progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on performance (reflected on assessments). In order to accomplish this, the school has launched a pilot program utilizing the latest version of Success Maker as a tool to deliver instruction to Tier III students. The leadership team will also evaluate additional staff PD needs during the monthly Leadership Team meetings, depending on the goals established on the leadership team action plan.

3. Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, the leadership team will have:

1. Effective and active involvement and resolute leadership that frequently provides visible connections between an MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communication with stakeholders and celebrating success frequently

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: 1,980

The school week will be Monday through Friday from 8:15-3:00 p.m. for grades nine and ten. After school tutoring will also take place between one to two times a week. Reading Plus will be available as a support to all students as well as a variety of advanced courses. All departments will implement explicit and direct strategies through its core program; Training in the implementation of strategies and assistance in planning for the instructional delivery of those strategies will be provided. The school's Leadership Team will discuss specific target strategies to be implemented school-wide every quarter. Classroom walkthroughs will be conducted to assure that different reading strategies are in use, and that they are reflected on the lesson plans. A Transfer Folder with a wide variety of resources and a school-wide reading plan have been made available to all teachers with FCAT2.0 strategies aligned with the NGSSS/Common Core.

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?

Quarterly, teachers and the leadership team will use ongoing formal and informal classroom assessments, and any standardized assessment results which will be analyzed through the FCIM model by:

- Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
- Facilitating focused instruction for all students.
- Using assessment results to improve teaching and learning.
- Collaboration among teachers, students, and instructional support staff.
- Active learning and student involvement in the learning process.
- Placing responsibility for learning ultimately on the learner.
- Data driven so as to remove subjectivity and replace it with a focus on results.
- Aligning planning, instruction, assessment, and support on student performance.
- Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS.
- Refining the teacher's understanding of the areas where students are struggling or succeeding.
- Customizing instruction for student achievement.

Who is responsible for monitoring implementation of this strategy?

The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase school-wide student achievement.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-------------------|----------------------------|
| Mayla Suarez | High School Teacher |
| Lorena Liscano | School Counselor |
| Shaina Nelson | Reading Coach |
| Alejandro Portela | Test Chair |
| Pierre Alexis | Middle School Math Teacher |
| Jacqueline Corcho | SPED Specialist |
| Tania Alonso | High School Social Studies |
| John Pankey | High School Science |

How the school-based LLT functions

The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends

the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Major initiatives of the LLT

The School Leadership Team:

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitates the involvement of the school community in the development of the School Improvement Plan
- Encourages, supports and creates opportunities for involvement from parents in the community
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan Strategies
- Facilitates communication within the professional learning community
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:
 - High Academic Achievement
 - Effective Educators
 - Adequate Resources and Facilities
 - Safe and Orderly Schools
 - World-Class Service
 - Strong Parent and Community Relations

The Leadership Team will meet quarterly in order to discuss the school's data and review progress towards SIP goals.

Initiatives of the School Leadership Team:

- Facilitate the School Improvement Plan
- Enhance educational, safety and parent involvement goals
- Improve communication with the learning community
- Help address parent and staff concerns
- Enhance strong parent and community relations

Every Teacher Contributes to Reading Instruction

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

Our teachers will use direct instructional methods that teach students the strategies they need for comprehension. Direct instruction is structured with familiar daily routines. Teachers introduce and explain reading strategies and model the correct procedures for using them. Teachers then guide the class in whole and small group lessons in which the students practice what they've learned. The goal of this type of instruction is to help kids know how to apply strategies when reading independently. Effective reading instruction begins with phonics and progresses along a continuum that includes vocabulary and fluency. Proficiency in these areas is essential for achieving comprehension. Administration will frequently monitor the use of these effective strategies from teachers by doing walk troughs and classroom observations. Formal and informal data on reading will be gathered monthly and analyzed for student achievement.

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

Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school. Students are taught to make a connection between academic and vocational learning. This curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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

Students are exposed to the FIChoices website. These students are allowed to select future courses. This will also impact the majors they choose so that their selections are personally meaningful, and also involve teachers that are already familiar with the students to assist in the process. Courses selected at school that do not pertain to the core curriculum include: Physical Education, Creative Writing, Industry Certification Course, Music, Art, Spanish, Drama and Advanced Academic courses. Students are encouraged to take elective classes that are meaningful to them, as well as participate in the selection of regular and honors courses with their teachers every year.

Strategies for improving student readiness for the public postsecondary level

Advanced classes are becoming a strategy to encourage and support more students to be college and career ready. Students in grade ten will also be taking the PSAT in October. They will be able to use the data in order to log onto collegeboard.com and review AP classes they may be eligible for.

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 | | 48% | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | 46% | | |
| White | | | | |
| English language learners | | 27% | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | 48% | | |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 17 | 27% | 31% |
| Students scoring at or above Achievement Level 4 | 14 | 22% | 24% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 72% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 84% | 86% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|--|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 58% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 58% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | <i>[data excluded for privacy reasons]</i> | 52% |

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 | [data excluded for privacy reasons] | | 62% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | [data excluded for privacy reasons] | | |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | | 78% | | |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | | | | |
| Hispanic | | 78% | | |
| White | | | | |
| English language learners | | 93% | | |
| Students with disabilities | | | | |
| Economically disadvantaged | | 79% | | |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | | 93% | 94% |
| Students in lowest 25% making learning gains (EOC) | | 90% | 91% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 28 | 48% | 50% |
| Students scoring at or above Achievement Level 4 | 15 | 26% | 27% |

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 25 | 40% | 42% |
| Students scoring at or above Achievement Level 4 | 13 | 21% | 22% |

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 | | 30 |
| Participation in STEM-related experiences provided for students | 30 | 50% | 75% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 13 | 19% | 33% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | 100% | 100% |
| Students taking one or more advanced placement exams for STEM-related courses | 0 | 0% | 0% |
| CTE-STEM program concentrators | 0 | | 0 |
| Students taking CTE-STEM industry certification exams | 0 | 0% | 11% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 0% | 70% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 0 | 0% | 9% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 18% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 100% |
| Students taking CTE industry certification exams | 0 | 0% | 9% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 70% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 2% |

Area 8: Early Warning Systems

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|----------------------|----------------------|----------------------|
| Students who miss 10 percent or more of available instructional time | 2 | 3% | 2% |
| Students in ninth grade with one or more absences within the first 20 days | 0 | 0% | 0% |
| Students in ninth grade who fail two or more courses in any subject | 7 | 11% | 10% |
| Students with grade point average less than 2.0 | 3 | 5% | 4% |
| Students who fail to progress on-time to tenth grade | 0 | 0% | 0% |
| Students who receive two or more behavior referrals | 0 | 0% | 0% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 0 | 0% | 0% |

Goals Summary

- G1.** According to the 2013 FCAT 2.0 Reading Exam for Grade 9 our actual performance was 48%. Our goal for is to increase performance to 55%.
- G2.** Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%.
- G3.** According to the 2013 Algebra I EOC results, our 9th grade percent proficient was a 75%. Our target goal is set by the district at a 77%.
- G4.** Based off the target goal of the district, our 2014 target goal for geometry is 64%. According to the district report, our school did not have an actual and/or target goal for geometry.
- G5.** The goal for the 2014 FCAT 2.0 Writing for Grade 10 students is to gain 62% proficiency.
- G6.** According to the 2013 Biology 1 EOC Assessment results we achieved 61% proficiency. Our goal is to increase our proficiency to 63%.
- G7.** Our goal is to increase the percentage of participation in STEM related experiences to 75% and increase the number of STEM related experiences from 6 to 30 throughout the school year.
- G8.** During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.
- G9.** The goal for 2014 is to reduce the number of High School Level students missing 10% or more of instructional time from 3% to 2%. We want to reduce our % of 9th graders who fail two or more courses in any subject to 10% and students with GPA <2.0 to 4%.

Goals Detail

G1. According to the 2013 FCAT 2.0 Reading Exam for Grade 9 our actual performance was 48%. Our goal for is to increase performance to 55%.

Targets Supported

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

Resources Available to Support the Goal

- Baseline, District Interim Assessments
- Word Walls
- Vocabulary notebooks
- Word Banks
- Visual aids

Targeted Barriers to Achieving the Goal

- Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words
- Students in the ELL subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words
- Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words
- After reviewing data from the 2013 grade 9 FCAT 2.0, some barriers students scoring at achievement level 3 encountered are in the following areas: 1-Vocabulary 3- Literary analysis (Fiction/Non-Fiction) because of not enough exposure to a wide variety of texts
- After reviewing data from the 2013 grade 9 FCAT 2.0 students scoring at achievement level 4 had particular difficulty with determining the main idea or essential message in grade-level text. They also had difficulty with summarizing and identifying relevant details due to limited practice by students not understanding how to locate the main idea or summarize.
- After reviewing data from the 2013 grade 9 FCAT 2.0 students making learning gains had particular difficulty with determining the correct meaning of words with multiple meanings in context due to a lack of instruction on identifying context clues.
- After reviewing data from the grade 9 FCAT 2.0, a barrier that students in the lowest 25% making learning gains encountered was in the following area: 1-Vocabulary due to insufficient use of word walls.
- The areas of deficiency as noted on the 2013 CELLA test are Barrier 1: The home language is Spanish, Barrier 2: Proper English is not appropriately used with peers.
- The areas of deficiency as noted on the 2013 CELLA Test are Barrier 1: Students are not able to fully comprehend complex text, Barrier 2: Comprehension of denotation and connotation used by the author in a given text.
- An area of deficiency as noted on the 2013 CELLA Test was Barrier 1: Lack of varied sentence structure due to limited samples of mentor text

Plan to Monitor Progress Toward the Goal

analyze ongoing formal and informal classroom assessments; utilize data trends to generate continuous improvement and coordinate strategies to increase school-wide student achievement.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessment: Formal and informal classroom assessments, writing pre/post-test

G2. Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%.

Targets Supported

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

Resources Available to Support the Goal

- Common Core Standards
- usage of technology
- real world problem solving situations

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 EOC , the area of greatest difficulty for students in the Hispanic , ELL, and ED Subgroups was Reporting Category 3 Polynomials due to student lack of fluency and problem solving proficiency in situations involving polynomials.
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students making learning gains was Reporting Category 2 Polynomials: due to limited practice in real world context of expressions, exponents, and monomials
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students in the lowest 25% making learning gains was Reporting Category 2 Polynomials: due to limited practice in real world context of expressions, exponents, and monomials.
- According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students in the Hispanic, ELL and ED Subgroups was Reporting Category 3 Trigonometry and Discrete Mathematics due to student lack of fluency and problem solving proficiency
- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students making learning gains was Reporting Category 3 Trigonometry and Discrete Mathematics due to student exposure to real world problems.
- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students in the lowest 25% was Reporting Category 3 Trigonometry and Discrete Mathematics due to student exposure to real world problems.

Plan to Monitor Progress Toward the Goal

The procedures that will be implemented to monitor progress are that quarterly, teachers and the leadership team will use ongoing formal and informal classroom assessments, Geometry -Baseline Mathematics Assessment , Geometry EOC-Fall Interim Mathematics Assessment, and the Geometry EOC-Winter Interim Mathematics Assessment through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Algebra I and Geometry -Baseline Mathematics Assessment Algebra I and Geometry-Fall Interim Mathematics Assessment Algebra I and Geometry -Winter Interim Mathematics Assessment Formal and informal classroom assessments results

G3. According to the 2013 Algebra I EOC results, our 9th grade percent proficient was a 75%. Our target goal is set by the district at a 77%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Common Core Standards
- usage of technology
- real world problem solving opportunities

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at achievement level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic
- According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at or above achievement level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

Plan to Monitor Progress Toward the Goal

The procedures that will be implemented to monitor progress are that quarterly, teachers and the leadership team will use ongoing formal and informal classroom assessments, Geometry -Baseline Mathematics Assessment , Geometry EOC-Fall Interim Mathematics Assessment, and the Geometry EOC-Winter Interim Mathematics Assessment through the FCIM model by: ? Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work. ? Facilitating focused instruction for all students. ? Using assessment results to improve teaching and learning. ? Collaboration among teachers, students, parents and instructional support staff. ? Active learning and student involvement in the learning process. ? Placing responsibility for learning ultimately on the learner. ? Data driven so as to remove subjectivity and replace it with a focus on results. ? Aligning planning, instruction, assessment, and support on student performance. ? Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS). ? Refining the teacher's understanding on the areas where students are struggling or succeeding. ? Customizing instruction for student achievement.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Geometry -Baseline Mathematics Assessment
Geometry-Fall Interim Mathematics Assessment
Geometry -Winter Interim Mathematics Assessment

G4. Based off the target goal of the district, our 2014 target goal for geometry is 64%. According to the district report, our school did not have an actual and/or target goal for geometry.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Use Technology- Scientific calculator (TI-30x), Clickers, a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool
- Discovery Education
- baseline and interim assessments
- hands on patty paper and compass/straightedge
- district pacing guide with common core standards

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]
- According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to a lack in applying mathematical concepts to real world-contexts. [copy]

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The goal for the 2014 FCAT 2.0 Writing for Grade 10 students is to gain 62% proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- personnel
- budget

Targeted Barriers to Achieving the Goal

- An anticipated barrier on the 2014 Grade 10 FCAT Writing is responding effectively to an expository prompt due to limited time for students to write in a variety of expository forms.

Plan to Monitor Progress Toward the Goal

will analyze ongoing formal and informal classroom assessments. The Rtl and Leadership Team will utilize data trends to generate continuous improvement and coordinate strategies to increase school-wide student achievement. Formative Assessment: Formal and informal classroom assessments, writing pre/post-test,

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessment: Formal and informal classroom assessments, writing pre/post-test,

G6. According to the 2013 Biology 1 EOC Assessment results we achieved 61% proficiency. Our goal is to increase our proficiency to 63%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Discovery, Edgenuity, FCAT Explorer, Florida Achieve FOCUS,

Targeted Barriers to Achieving the Goal

- According to the FCAT 2013 Biology EOC an anticipated barrier for students scoring at achievement level 3 on the 2014 Biology EOC will be Molecular and Cellular Biology and Organisms, Populations, and Ecosystems due to insufficient laboratory experiments

Plan to Monitor Progress Toward the Goal

o Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. o Continuously assessing key benchmarks, and evaluating student progress. o Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, classroom assessments, PowerPoint presentations, and/or classroom discussions. Analysis of the following assessments will also be used to monitor progress:

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule:

quarterly

Evidence of Completion:

Formative Assessments: Biology Baseline Assessment Biology Fall Interim Assessment Biology Winter Interim Assessment results

G7. Our goal is to increase the percentage of participation in STEM related experiences to 75% and increase the number of STEM related experiences from 6 to 30 throughout the school year.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- STEM Expo
- Mobile STEM Labs
- Science District Fair

Targeted Barriers to Achieving the Goal

- One barrier was the lack of instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

Plan to Monitor Progress Toward the Goal

meet to discuss schedules for STEM events and progress on STEM related courses and competitions

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Formative: District Assessment Data

G8. During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.

Targets Supported

- CTE

Resources Available to Support the Goal

- FLChoices.org website

Targeted Barriers to Achieving the Goal

- A barrier is that students are not aware of careers available to them.

Plan to Monitor Progress Toward the Goal

will check student portfolios

Person or Persons Responsible

counselor

Target Dates or Schedule:

monthly

Evidence of Completion:

student portfolio completion

G9. The goal for 2014 is to reduce the number of High School Level students missing 10% or more of instructional time from 3% to 2%. We want to reduce our % of 9th graders who fail two or more courses in any subject to 10% and students with GPA <2.0 to 4%.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- parent compact
- connect ed messages

Targeted Barriers to Achieving the Goal

- One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.
- One barrier we have for students who have failed courses and low G.P.A. is the use of curriculum not aligned to the Common Core Standards.
- One barrier was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

Plan to Monitor Progress Toward the Goal

will monitor progress through the use of baseline, interim and FCAT data

Person or Persons Responsible

Teachers and leadership team

Target Dates or Schedule:

on a quarterly basis.

Evidence of Completion:

edusoft reports.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. According to the 2013 FCAT 2.0 Reading Exam for Grade 9 our actual performance was 48%. Our goal for is to increase performance to 55%.

G1.B1 Students in the Hispanic subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words

G1.B1.S1 • During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency.

Action Step 1

Students will be assigned specific tasks that are focused on using context clues to determine the meanings of unfamiliar words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work portfolios Evidence in lesson plans informal and formal observations

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

will analyze data using the Grade 9-10 Baseline Reading, Grade 9-10 Fall Reading, and the Grade 9-10 Winter Interim. These assessments will help in ensuring student growth

Person or Persons Responsible

Teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

analyzing Edusoft assessment reports

Plan to Monitor Effectiveness of G1.B1.S1

Will analyze the students data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

the results for the Summative 2014 FCAT 2.0 Grade Reading Assessment

G1.B2 Students in the ELL subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words

G1.B2.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Teacher will use C19 Multiple meaning of words, C20 Interactive Word Walls and C22 word banks/vocabulary notebooks to further address the identified deficiency.

Action Step 1

Students will be assigned specific tasks that are focused on using context clues to determine the meanings of unfamiliar words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in lesson plans Students assessment reports

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

will analyze data using the Grade 9-10 Baseline Reading, Grade 9-10 Fall Reading, and the Grade 9-10 Winter Interim. These assessments will help in ensuring student growth

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft assessment reports

Plan to Monitor Effectiveness of G1.B2.S1

Will analyze data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

The results of the Summative 2014 FCAT 2.0 Grade Reading Assessment

G1.B3 Students in the ED subgroups' 2013 FCAT performance data indicates that there is a deficiency in Reporting Category 1 LA.6-10.1.6.3 The students show difficulty using context clues to determine the meanings of unfamiliar words

G1.B3.S1 During differentiated instruction, students will receive instruction in teacher led center to address the identified deficiency. Teacher will use C51 Highlighting Texts, E8 Visuals, C20 Interactive Word Walls and C22 word banks/vocabulary notebooks to further address the identified deficiency.

Action Step 1

Students will be assigned specific tasks that are focused on using context clues to determine the meanings of unfamiliar words

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in lesson plans Student reports on assessments

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

will analyze data using the Grade 9-10 Baseline Reading, Grade 9-10 Fall Reading, and the Grade 9-10 Winter Interim. These assessments will help in ensuring student growth

Person or Persons Responsible

teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports on district assessments

Plan to Monitor Effectiveness of G1.B3.S1

will analyze data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

the results of the summative 2014 FACAT 2.0 Grade Reading Assessment

G1.B4 After reviewing data from the 2013 grade 9 FCAT 2.0, some barriers students scoring at achievement level 3 encountered are in the following areas: 1-Vocabulary 3- Literary analysis (Fiction/Non-Fiction) because of not enough exposure to a wide variety of texts

G1.B4.S1 • Incorporating word walls • Giving students opportunities to read from a wide variety of genres and text structures • Integrating graphic organizers into daily classroom lessons (e.g., note taking, mapping)

Action Step 1

determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Action Step 2

cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Action Step 3

analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

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

utilizing the following assessments: Grade 9 Baseline Reading, Grade 9 Fall Reading, and the Grade 9 Winter Interim. These assessments will help in ensuring student growth.

Person or Persons Responsible

The teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

This will be evidenced through Edusoft generated reports.

Plan to Monitor Effectiveness of G1.B4.S1

assessments that will be utilized to determine effectiveness

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 9 Reading Assessment

G1.B5 After reviewing data from the 2013 grade 9 FCAT 2.0 students scoring at achievement level 4 had particular difficulty with determining the main idea or essential message in grade-level text. They also had difficulty with summarizing and identifying relevant details due to limited practice by students not understanding how to locate the main idea or summarize.

G1.B5.S1 As a strategy, students will practice using and identifying details from passages to determine main idea, plot, and purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support. Teachers will help students use graphic organizers to see patterns and summarize the main points.

Action Step 1

underline text while reading to highlight important details.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Action Step 2

will use graphic organizers while reading that will help them derive the main idea and important details.

Person or Persons Responsible

Students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

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

will be expected to write lesson plans with explicit instruction in reading strategies for deriving the main idea. Activities and discussion surrounding figurative and connotative word meanings must be emphasized. Quarterly department meetings with other teachers will be held to reflect on the lessons presented and how to improve upon them.

Person or Persons Responsible

instructors

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

in groups, develop monthly summarizing paragraphs based upon what they read while using graphic aids. This will serve as a great teaching tool for both those presenting and those in the audience. Students will orally present and teacher will evaluate.

Person or Persons Responsible

students

Target Dates or Schedule

monthly

Evidence of Completion

student work Summative Assessment: 2014 FCAT 2.0 Grade 9 Reading Assessment data results will be used as well to monitor effectiveness.

G1.B6 After reviewing data from the 2013 grade 9 FCAT 2.0 students making learning gains had particular difficulty with determining the correct meaning of words with multiple meanings in context due to a lack of instruction on identifying context clues.

G1.B6.S1 In order to best address this barrier, a strong emphasis will be placed on having students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Much work will be done to analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone)

Action Step 1

explicit instruction by teachers in denotation versus connotation.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

This will be evidenced through lesson plans.

Action Step 2

will be able to differentiate between their emotional (or societies') emotional response to a word and the word's literal meaning.

Person or Persons Responsible

Students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Action Step 3

instruction in differences in meaning due to context will be done

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan

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

will be expected to write lesson plans with explicit instruction in reading strategies for deriving word meaning from context. Activities and discussion surrounding figurative and connotative word meanings must be emphasized. Department meeting will be held to reflect on the lessons presented and how to improve upon them.

Person or Persons Responsible

instructors

Target Dates or Schedule

Monthly

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G1.B6.S1

in groups, develop “Word Summits” and have to lead mini-workshops on different words in front of an audience of their peers. They will showcase the word in a variety of contexts and explain its meaning in each. They can choose to present however they like, so long as they demonstrate a thorough comprehension. This will serve as a great teaching tool for both those presenting and those in the audience. The teacher will grade this.

Person or Persons Responsible

students

Target Dates or Schedule

monthly

Evidence of Completion

lesson plans and student work Summative Assessment: 2014 FCAT 2.0 Grade 9 Reading Assessment data will also be used.

G1.B7 After reviewing data from the grade 9 FCAT 2.0, a barrier that students in the lowest 25% making learning gains encountered was in the following area: 1-Vocabulary due to insufficient use of word walls.

G1.B7.S1 In order to best address this barrier, a strong emphasis will be placed on having students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Much work will be done to analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone) Word Walls

Action Step 1

determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone)

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Action Step 2

analyze how an author's choices concerning the words he/she uses can create such effects such as mystery, tension, or surprise. This will be graded by teachers.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

graded student work

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

write lesson plans with explicit instruction in reading strategies for vocabulary. Activities and discussion surrounding must be emphasized. Quarterly department meeting will be held to reflect on the lessons presented and how to improve upon them.

Person or Persons Responsible

instructors

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G1.B7.S1

effectiveness will be monitored

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative: 2014 FCAT 2.0 Grade 9 Reading Assessment data.

G1.B8 The areas of deficiency as noted on the 2013 CELLA test are Barrier 1: The home language is Spanish, Barrier 2: Proper English is not appropriately used with peers.

G1.B8.S1 • The strategies that will be applied for students are: o Barrier 1: The home language is Spanish. • A2. Modeling: The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. • B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. o Barrier 2: Proper English is not appropriately used with peers • A2. Modeling : The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. • B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. • B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Action Step 1

will customize instruction for student achievement

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 2

will provide focused instruction for all students

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 3

will collaborate among other teachers, students, and instructional support staff.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

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

will monitor fidelity by using assessments

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

monthly and quarterly

Evidence of Completion

Formal and informal classroom assessments, FAIR (OPM), CELLA 2014, ACHIEVE 3000 and any standardized assessment to ensure student growth.

Plan to Monitor Effectiveness of G1.B8.S1

to determine effectiveness

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative Assessments: Results of the CELLA 2014

G1.B9 The areas of deficiency as noted on the 2013 CELLA Test are Barrier 1: Students are not able to fully comprehend complex text, Barrier 2: Comprehension of denotation and connotation used by the author in a given text.

G1.B9.S1 • The strategies that will be applied for students are: o Barrier 1: Students are not able to fully comprehend complex text • C13. Cooperative Learning: Students work together in small groups or pairs. • C41. Retelling: Story retelling should not only be viewed as an assessment of comprehension. It is also a very powerful instructional strategy for teaching comprehension. • Vocabulary strategies • Achieve 3000 o Barrier 2: Comprehension of denotation and connotation used by the author in a given text. • C14. Chunking: “Chunking” means learning set phrases or “chunks” of related language. This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language. • B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. • Vocabulary strategies • Achieve 3000

Action Step 1

Use assessment results to improve teaching and learning.

Person or Persons Responsible

the teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, data binder

Action Step 2

Collaboration among teachers, students, and instructional support staff.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Parent Communication Logs

Action Step 3

Focus instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS.

Person or Persons Responsible

the teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans

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

assessments will be used to ensure student growth

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

FAIR (OPM), CELLA 2014, ACHIEVE 3000 test results

Plan to Monitor Effectiveness of G1.B9.S1

to determine effectiveness a meeting will be held

Person or Persons Responsible

the teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

CELLA 2014 results

G1.B10 An area of deficiency as noted on the 2013 CELLA Test was Barrier 1: Lack of varied sentence structure due to limited samples of mentor text

G1.B10.S1 • The strategies that will be applied for students by their teachers are: o Barrier 1: Lack of varied sentence structure. • Graphic Organizers • Writing Prompts • Mentor Text • Achieve 3000

Action Step 1

Refining understanding of the areas where students are struggling or succeeding.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Data binder

Action Step 2

Focusing instruction on the Next Generation Sunshine State Standards (NGSSS) and CCSS.

Person or Persons Responsible

the teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 3

provide students with opportunities to read and gain examples of varied sentence structure

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student writing

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

to monitor for fidelity

Person or Persons Responsible

the teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Formal and informal classroom assessments, writing pre/post-test, CELLA 2014, and FCAT Writing Test to ensure student growth.

Plan to Monitor Effectiveness of G1.B10.S1

to determine effectiveness

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative Assessments: CELLA, and FCAT Writing Test results to ensure student growth.

G2. Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%.

G2.B1 According to the results of the 2013 Algebra 1 EOC , the area of greatest difficulty for students in the Hispanic , ELL, and ED Subgroups was Reporting Category 3 Polynomials due to student lack of fluency and problem solving proficiency in situations involving polynomials.

G2.B1.S1 The strategies that will be applied by teachers for students scoring at or above a 3 will be to: Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

- Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in situations involving polynomials.
- Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.
- Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence in lesson plans formal and informal observations student work portfolios

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

The teacher and leadership team will monitor fidelity by using assessments such as the Algebra 1 Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G2.B1.S1

will analyze data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Algebra 1 EOC

G2.B2 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students making learning gains was Reporting Category 2 Polynomials: due to limited practice in real world context of expressions, exponents, and monomials

G2.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify rational expressions. • Divide polynomials by monomials. • Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Facilitator:

Reading Coach

Participants:

School Wide

Action Step 2

Use hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 3

Use technology- a four function calculator, Clickers, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Viewing Discovery Education videos that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Plan to Monitor Fidelity of Implementation of G2.B2.S1

will monitor fidelity by using assessments

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Algebra I Baseline, Fall, and Winter Assessments results

Plan to Monitor Effectiveness of G2.B2.S1

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative Assessment: 2014 Algebra I EOC results

G2.B3 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students in the lowest 25% making learning gains was Reporting Category 2 Polynomials: due to limited practice in real world context of expressions, exponents, and monomials.

G2.B3.S1 Provide opportunities for students to practice the content so they will be able to: • Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. • Provide opportunities for the students to apply geometric concepts in modeling real-world situations. • Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Action Step 1

Incorporate hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 2

Use technology- a four-function calculator, a graphing calculator, or spreadsheet program that can aid students, and organize and generate tables displaying output values for each an expression. Using Discovery Education videos that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work and lesson plans

Action Step 3

Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1

monitor for fidelity

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Algebra I Baseline, Fall, and Winter Assessments results to monitor and report student growth

Plan to Monitor Effectiveness of G2.B3.S1

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

o Summative Assessment: 2014 Algebra I EOC results

G2.B4 According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students in the Hispanic, ELL and ED Subgroups was Reporting Category 3 Trigonometry and Discrete Mathematics due to student lack of fluency and problem solving proficiency

G2.B4.S1 The strategies that will be applied by teachers for students scoring at or above a 3 will be to: Provide opportunities for students to practice the content so they will be able to: • Identify the converse, inverse, or contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical or real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

• Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in situations in which students need to use trigonometry to solve real-world problems involving right triangles. In addition, students will be able to identify a conditional statement and write the converse, inverse, and contrapositive. • Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments. • Provide opportunities for the students to apply geometric concepts in modeling real-world situations. • Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

evidence in lesson plans student work portfolio data from student assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S1

will monitor fidelity by using assessments such as the Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Edusoft reports

Plan to Monitor Effectiveness of G2.B4.S1

will analyze data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Geometry EOC

G2.B5 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students making learning gains was Reporting Category 3 Trigonometry and Discrete Mathematics due to student exposure to real world problems.

G2.B5.S1 The strategies that will be applied by teachers for students making learning gains will be to: Provide opportunities for students to practice the content so they will be able to: • Determine whether two propositions are logically equivalent in mathematical contexts. • Solve problems using no more than one trigonometric ratio to determine side lengths or angle measures. • Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real-world problems involving right triangles. In addition, students will be able to identify a conditional statement and write the converse, inverse, and contrapositive.

Action Step 1

will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications).

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work

Action Step 2

Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan

Facilitator:

State CPALMS Training

Participants:

School Wide

Action Step 3

make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work

Action Step 4

Use technology- Scientific calculator (TI-30x), Clickers, a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 5

use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work

Plan to Monitor Fidelity of Implementation of G2.B5.S1

monitor for fidelity by analyzing data

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Geometry Baseline, Fall, and Winter Assessments to monitor and report student growth.

Plan to Monitor Effectiveness of G2.B5.S1

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative Assessment: 2014 Geometry EOC results

G2.B6 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students in the lowest 25% was Reporting Category 3 Trigonometry and Discrete Mathematics due to student exposure to real world problems.

G2.B6.S1 Teacher will provide opportunities for students to practice the content so they will be able to: • Identify the converse and inverse of a given statement in if-then form. • Determine whether two propositions are logically equivalent in mathematical contexts. Solve problems using no more than one trigonometric ratio to determine side lengths or angle measures

Action Step 1

must use Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work, lesson plans

Action Step 2

Use technology- Scientific calculator (TI-30x), Clickers, a graphing calculator (TI-83Plus/TI-nspire), and Discovery Education videos, that include visual stimulus to develop conceptual understanding.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 3

make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work and lesson plans

Action Step 4

will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications).

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

student work and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1

analyzing data

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Geometry Baseline, Fall, and Winter Assessment results

Plan to Monitor Effectiveness of G2.B6.S1

will analyze data

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Summative Assessment: 2014 Geometry EOC results

G3. According to the 2013 Algebra I EOC results, our 9th grade percent proficient was a 75%. Our target goal is set by the district at a 77%.

G3.B1 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at achievement level 3 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

G3.B1.S1 The strategies that will be applied by teachers for students scoring an Achievement Level 3 are: • The teacher will provide grade level appropriate activities that promote opportunities for students to
A. Simplify Monomial Expressions B. Multiply Polynomials C. Divide Polynomials D. Factor Polynomials • Identify a monomial, binomial, trinomial, and a polynomial • Apply properties of exponents to simplify polynomial expressions

Action Step 1

- Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans observations

Action Step 2

- Infuse technology such as a four-function calculator, a graphing calculator, or spreadsheet program to aid students by organizing and generating tables displaying output values for each an expression. Use Discovery Education videos that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans observations

Action Step 3

- Incorporate hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans observations

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

will monitor fidelity by using assessments such as the Algebra I Baseline, Fall, and Winter Assessments to monitor and report student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Data of Algebra I Baseline, Fall, and Winter Assessments

Plan to Monitor Effectiveness of G3.B1.S1

will analyze data from Algebra I EOC

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of the year

Evidence of Completion

Data from the Algebra I EOC

G3.B2 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students scoring at or above achievement level 4 was Reporting Category 2 Polynomials: due to lack of student understanding and fluency with polynomial arithmetic

G3.B2.S1 The strategies that will be applied by teachers for students scoring at or above Achievement Level 4 are: The teacher will provide opportunities for students to master the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials expressions when more than one method is required.

Action Step 1

Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

Action Step 2

Hands-on materials, such as algebra tiles, can be used to establish a visual understanding of algebraic expressions and the meaning of terms, factors and coefficients.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 3

Technology- a four function calculator, Clickers, a graphing calculator, or spreadsheet program can aid students organize and generate tables displaying output values for each an expression. Using Discovery Education videos that include visual stimulus to develop conceptual understanding the application of polynomials in today's digital society.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

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

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Algebra I Baseline, Fall, and Winter Assessment results

Plan to Monitor Effectiveness of G3.B2.S1

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

o Summative: 2014 Algebra I EOC results

G4. Based off the target goal of the district, our 2014 target goal for geometry is 64%. According to the district report, our school did not have an actual and/or target goal for geometry.

G4.B1 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students scoring at Achievement Level 3 was Reporting Category 3 Trigonometry and Discrete Mathematics due to lack of opportunities for discovery in a small group setting [copy]

G4.B1.S1 The strategies that will be applied by teachers for students scoring at Students scoring at Achievement Level 3: • Use multiple forms of representations of topics such as graphic/visual, numerical, symbolic, and physical • Working in groups to solve daily complex problems • Solve problems using the trigonometric ratios sine, cosine, or tangent to determine side lengths or angle measures.

Action Step 1

In small groups, make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 2

Use Technology- Scientific calculator (TI-30x), Clickers, a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 3

use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

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

monitor for fidelity

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Geometry Baseline, Fall, and Winter Assessment results

Plan to Monitor Effectiveness of G4.B1.S1

analyze data results

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

o Summative Assessment: 2014 Geometry EOC results

G4.B2 According to the results of the 2013 Geometry EOC, the area of greatest difficulty for students scoring at Achievement Level at or above level 4 was Reporting Category 3 Trigonometry and Discrete Mathematics due to a lack in applying mathematical concepts to real world-contexts. [copy]

G4.B2.S1 The strategies that will be applied for students scoring at Students scoring at or above Achievement Level 4: Provide opportunities for students to master the content so they will be able to: • Identify the converse, inverse, and contrapositive of a given statement. • Determine whether two propositions are logically equivalent in mathematical and real-world contexts. • Solve problems using the trigonometric ratios sine, cosine, and tangent to determine side lengths and angle measures.

Action Step 1

must use Hands-on Patty Paper and Compass/Straightedge Investigations to construct and create proofs with attention to precision.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 2

will work on applied problems and projects, such as measuring the height of the school building or a flagpole, using clinometers and the trigonometric functions (real-world applications).

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 3

make their own diagrams showing a right triangle with labels showing the trigonometric ratios. Although students like mnemonics such as SOH-CAH-TOA, these are not a substitute for conceptual understanding. Some students may investigate the reciprocals of sine, cosine, and tangent to discover the other three trigonometric functions.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

Action Step 4

use technology- Scientific calculator (TI-30x), Clickers, a graphing calculator (TI-83Plus/TI-nspire), Geometer's Sketchpad (GSP), Dynamic Geometry software tool for exploring and analyzing Mathematics, and Discovery Education videos, that include visual stimulus to develop conceptual understanding.

Person or Persons Responsible

students

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans and student work

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

monitor fidelity

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

Geometry Baseline, Fall, and Winter Assessment results

Plan to Monitor Effectiveness of G4.B2.S1

analyze data results

Person or Persons Responsible

teacher and leadership

Target Dates or Schedule

end of year

Evidence of Completion

Geometry Baseline, Fall, and Winter Assessment results

G5. The goal for the 2014 FCAT 2.0 Writing for Grade 10 students is to gain 62% proficiency.

G5.B1 An anticipated barrier on the 2014 Grade 10 FCAT Writing is responding effectively to an expository prompt due to limited time for students to write in a variety of expository forms.

G5.B1.S1 In order to address this barrier, on an ongoing basis teachers will: • Model writing an expository paragraph that includes a topic sentence and relevant information. • Model and have the students write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Action Step 1

- Review 2013 FCAT and Baseline data to target the bottom percentages to meet AMO's. Target strategies to implement on weak standards.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing and on Sept. 5th

Evidence of Completion

lesson plans

Facilitator:

Reading Coach

Participants:

teachers

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

To monitor for fidelity, language arts faculty will dedicate the holiday season, Nov-Jan, to persuasive writing techniques. During this time of year, the students will try to emphasize their products over others as good gifts. There will be a 10th grade competition for most persuasive ads, ad techniques, essays and presentations. • Students will be quizzed on effective persuasive writing techniques monthly. • Progress will be monitored as each subsequent project is turned in. By the end, their final project will prove much more persuasive than their first.

Person or Persons Responsible

teachers

Target Dates or Schedule

Nov.-Jan

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

analyze data from Summative Assessments: CELLA, and FCAT Writing Test to ensure student growth.

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

Summative Assessments: CELLA, and FCAT Writing Test data

G6. According to the 2013 Biology 1 EOC Assessment results we achieved 61% proficiency. Our goal is to increase our proficiency to 63%.

G6.B1 According to the FCAT 2013 Biology EOC an anticipated barrier for students scoring at achievement level 3 on the 2014 Biology EOC will be Molecular and Cellular Biology and Organisms, Populations, and Ecosystems due to insufficient laboratory experiments

G6.B1.S1 • The strategies that will be applied by teachers for students scoring at or above level 3 on the Biology EOC are:

- o Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.
- o Provide opportunities for all students to participate in scientific enrichment activities and after-school tutorials
- o Promote the use instructional technology (Discovery, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Action Step 1

- o Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.
- o Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.
- o Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)
- o Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Interim scores and data binder

Facilitator:

Grade level mentors

Participants:

PLC Department Meetings

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

monitor data given through: Biology Baseline Assessment, Biology Fall Interim Assessment, Biology Winter Interim Assessment, and the Biology EOC Assessment.

Person or Persons Responsible

teacher and leadership team

Target Dates or Schedule

quarterly

Evidence of Completion

lesson plans and sign in sheets

Plan to Monitor Effectiveness of G6.B1.S1

will analyze data from Summative Assessment: Biology EOC Assessment

Person or Persons Responsible

teachers and leadership team

Target Dates or Schedule

end of year

Evidence of Completion

o Summative Assessment: Biology EOC Assessment results

G7. Our goal is to increase the percentage of participation in STEM related experiences to 75% and increase the number of STEM related experiences from 6 to 30 throughout the school year.

G7.B1 One barrier was the lack of instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

G7.B1.S1 Strategies- Teachers Will: • Expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. The science and math leaders will be in charge of this process and will grade the science and math fairs, and select finalists to present at science and math nights. Also 9th -10th will participate in the STEM Expo, and Science District Fair • Increase the number of STEM related courses, competitions, and STEM related Labs • Increase student participation in STEM related courses and competitions

Action Step 1

Science and math teachers will expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. Incorporate Science STEM initiatives: STEM into instructional block. Science department chair will contact District science STEM department to enroll students in STEM competitions, such as District Science Fair, and participation in STEM labs/activities

Person or Persons Responsible

science and math teachers

Target Dates or Schedule

Nov.8th and ongoing

Evidence of Completion

lesson plans

Facilitator:

the Florida Department of Environmental Protection

Participants:

science and math teachers

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

plan instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

Person or Persons Responsible

science and math teachers

Target Dates or Schedule

quarterly

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G7.B1.S1

will be in charge of this process and will grade the science and math fairs, and select finalists to present at science and math nights. Meet as a PLC team to discuss schedules for STEM events and progress on STEM related courses and competitions. This is all to be done on an ongoing basis.

Person or Persons Responsible

science and math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

G8. During the 2013 school year 0% of students participated in CTE courses. Our goal for this year is to increase that number to 9%.

G8.B1 A barrier is that students are not aware of careers available to them.

G8.B1.S1 Send connect ed messages, letters home, and flyers with 9th and 10th grade students.

Action Step 1

will host a career club for students to join and learn about careers

Person or Persons Responsible

counselor

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, student portfolio

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

Students will log on to FIChoices.org and complete a resume with a cover letter and thank you letter.

Person or Persons Responsible

students

Target Dates or Schedule

monthly

Evidence of Completion

student work

Plan to Monitor Effectiveness of G8.B1.S1

will check and review students' work and progress on the FLChoices Website. The counselor will also be:

- Using evidence-based practices that build a school's capacity to establish continuous improvement as a way of work.
- Facilitating focused instruction for all students.
- Collaborating among teachers, students, and instructional support staff.
- Active in the learning and student involvement in the learning process.
- Placing responsibility for learning ultimately on the learner.
- Customizing instruction for student achievement.

Person or Persons Responsible

counselor

Target Dates or Schedule

monthly

Evidence of Completion

student portfolio

G9. The goal for 2014 is to reduce the number of High School Level students missing 10% or more of instructional time from 3% to 2%. We want to reduce our % of 9th graders who fail two or more courses in any subject to 10% and students with GPA <2.0 to 4%.

G9.B1 One barrier is that parents and students may not be aware of the consequences and/or number of accumulated absences and tardies. Parental contact may be the cause of some of these absences and tardies.

G9.B1.S1 Teachers will identify students who may be developing a pattern of non-attendance and tardies. Parental contact will occur, through a phone call, email or conference. Teachers will refer these students to administration, and consequences for these actions will be taken.

Action Step 1

• After the first unexcused tardy a warning will be issued. • After the second and third tardy, parents will be contacted by the teacher. A detention should also be issued by the homeroom teacher. School site recognition of perfect attendance may be affected. • After the fourth unexcused tardy students will be referred to administration and the student's conduct and/or effort grade should be lowered by one letter/number. • After the fifth unexcused tardy the student's opportunity to participate in extracurricular activities and intramural sports will be affected. A referral should be written by the teacher and will be considered a Group II Violation in the Student Code of Conduct (defiance of school personnel authority).

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

monthly

Evidence of Completion

parent compact logs, detentions, and referrals

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

will monitor student attendance and check monthly attendance reports.

Person or Persons Responsible

counselor and grade book manager

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports

Plan to Monitor Effectiveness of G9.B1.S1

will evaluate through the use of truancy logs, attendance rosters, tardy logs and monthly attendance checks.

Person or Persons Responsible

counselor and reading coach

Target Dates or Schedule

monthly

Evidence of Completion

attendance checks, logs, rosters

G9.B2 One barrier we have for students who have failed courses and low G.P.A. is the use of curriculum not aligned to the Common Core Standards.

G9.B2.S1 Teachers will incorporate supplemental material that is fully aligned to Common Core for all the grades.

Action Step 1

will identify students who are reading below grade level . They will also offer differentiated instruction and targeted classroom strategies specific to student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on an ongoing basis

Evidence of Completion

lesson plans

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

will monitor the reading proficiency of students by having reading assessments that monitor their growth.

Person or Persons Responsible

Teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Fall, Winter and Spring Interims

Plan to Monitor Effectiveness of G9.B2.S1

will chart this progress and develop differentiated instruction and after school tutoring strategies that will help students become more proficient on an ongoing basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

tutoring logs, data binder, lesson plans

G9.B3 One barrier was that a behavior reward program to reward students with certificates for positive behavior was implemented, but it was not implemented early enough in the year.

G9.B3.S1 The counselor will implement this early in the school year. We would also like to have a school wide Positive Behavior Program to reward students' good behavior which includes the Do the Right Thing Program.

Action Step 1

will train all teachers on the Do the Right Thing Program. The counselor will also meet and counsel students who are at risk of being suspended monthly.

Person or Persons Responsible

The counselor

Target Dates or Schedule

monthly

Evidence of Completion

counseling log

Plan to Monitor Fidelity of Implementation of G9.B3.S1

will monitor students who receive behavior referrals and will speak to students about fixing future behavior.

Person or Persons Responsible

The counselor

Target Dates or Schedule

on an ongoing basis

Evidence of Completion

counseling log, COGNOS reports

Plan to Monitor Effectiveness of G9.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 I, Part A

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, encourages parents to support their child's education, provides materials, and encourages 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 intervention 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.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- ? training to certify qualified mentors for the New Teacher (MINT) Program
- ? training for add-on endorsement programs, such as Reading, Gifted, ESOL
- ? training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as thematic cultural lessons for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools. Each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a-community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

YCCS participated and will continue to participate in an anti-bullying intervention program using the Bullying Prevention Manual provided by the county's District-wide program. Students will be provided with a positive environment within the classroom, as well as a conflict resolution program aligned with the information given at the trainings. YCCS will train all faculty and staff to respond immediately to harassment and bullying, and make it expressly clear to both students and parents that students have the right to come to school every day to an environment free from violence and harassment by others.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) 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 guidelines.

Youth Co-Op Charter School aims to teach, encourage and support healthy eating by students. A wellness

program is adopted which promotes good nutrition. The school is also a part of the National School Lunch Program. The school provides nutrition education and engages in nutrition promotion that emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise). The wellness policy is approved by the Board on a yearly basis. Curriculum is also integrated in the physical education program that teaches good nutrition and healthy lifestyles.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities.

Adult Education

N/A

Career and Technical Education

In accordance with the Middle School Reform Act, YCCS provides a course in career awareness and exploration to all middle school students. The school utilizes the ePep (electronic Personal Education Plan), as well as the state's FACTS website (Florida's Academic Counseling and Tracking for Students). Students also participate in Career Day, where several community professionals visit our school and give presentations on their careers which include: the police K-9 unit, and emergency mobile unit, doctors, psychologists, and other community business representatives. By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan on how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parents will be involved in the planning and implementation of the Title I Program at YCCS and extend an open invitation to our school's Parent Resource Center that seeks to infuse effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the educational needs of children. The PIRC seeks to inform parents about available programs, their rights under the No Child Left Behind Act and other referral services. A Community Involvement Specialist will further promote opportunities for parental participation to secure community partnerships. Activities such as Parent and Grandparent Appreciation Days and relationships with community partners like Home Depot and Starbucks help promote parental involvement and support. YCCS will increase parental engagement/involvement by developing (with on-going parental input) the school's Title I School-Parent Compact (for each student) and Title I Parental Involvement Policy (PIP), scheduling the Title I Orientation Meeting and Open House, and working on other documents/activities necessary to comply with Title I dissemination and reporting requirements. The school will conduct informal parent surveys to determine specific needs of parents. It will also schedule workshops (such as Parent Academy Courses) with flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement. It will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month a documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any student in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%.

G2.B2 According to the results of the 2013 Algebra I EOC, the area of greatest difficulty for students making learning gains was Reporting Category 2 Polynomials: due to limited practice in real world context of expressions, exponents, and monomials

G2.B2.S1 Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify rational expressions. • Divide polynomials by monomials. • Support mathematical fluency and problem solving skills in the areas simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency to models real-world situations.

Facilitator

Reading Coach

Participants

School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans

G2.B5 According to the results of the 2013 Geometry EOC , the area of greatest difficulty for students making learning gains was Reporting Category 3 Trigonometry and Discrete Mathematics due to student exposure to real world problems.

G2.B5.S1 The strategies that will be applied by teachers for students making learning gains will be to: Provide opportunities for students to practice the content so they will be able to: • Determine whether two propositions are logically equivalent in mathematical contexts. • Solve problems using no more than one trigonometric ratio to determine side lengths or angle measures. • Support mathematical fluency and problem solving skills in situations involving trigonometry to solve real-world problems involving right triangles. In addition, students will be able to identify a conditional statement and write the converse, inverse, and contrapositive.

PD Opportunity 1

Use Mathematical Practices of the Common Core State Standards to support cooperative learning in small groups for discovery activities and outdoor measurement projects.

Facilitator

State CPALMS Training

Participants

School Wide

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plan

G5. The goal for the 2014 FCAT 2.0 Writing for Grade 10 students is to gain 62% proficiency.

G5.B1 An anticipated barrier on the 2014 Grade 10 FCAT Writing is responding effectively to an expository prompt due to limited time for students to write in a variety of expository forms.

G5.B1.S1 In order to address this barrier, on an ongoing basis teachers will: • Model writing an expository paragraph that includes a topic sentence and relevant information. • Model and have the students write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic. Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PD Opportunity 1

- Review 2013 FCAT and Baseline data to target the bottom percentages to meet AMO's. Target strategies to implement on weak standards.

Facilitator

Reading Coach

Participants

teachers

Target Dates or Schedule

ongoing and on Sept. 5th

Evidence of Completion

lesson plans

G6. According to the 2013 Biology 1 EOC Assessment results we achieved 61% proficiency. Our goal is to increase our proficiency to 63%.

G6.B1 According to the FCAT 2013 Biology EOC an anticipated barrier for students scoring at achievement level 3 on the 2014 Biology EOC will be Molecular and Cellular Biology and Organisms, Populations, and Ecosystems due to insufficient laboratory experiments

G6.B1.S1 • The strategies that will be applied by teachers for students scoring at or above level 3 on the Biology EOC are:

- o Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications.
- o Provide opportunities for all students to participate in scientific enrichment activities and after-school tutorials
- o Promote the use instructional technology (Discovery, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

PD Opportunity 1

- o Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.
- o Provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.
- o Establish a plan and timeline for the development of student projects and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)
- o Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Facilitator

Grade level mentors

Participants

PLC Department Meetings

Target Dates or Schedule

ongoing

Evidence of Completion

Interim scores and data binder

G7. Our goal is to increase the percentage of participation in STEM related experiences to 75% and increase the number of STEM related experiences from 6 to 30 throughout the school year.

G7.B1 One barrier was the lack of instructional opportunities to incorporate full inquiry-and project based learning in the classroom.

G7.B1.S1 Strategies- Teachers Will: • Expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. The science and math leaders will be in charge of this process and will grade the science and math fairs, and select finalists to present at science and math nights. Also 9th -10th will participate in the STEM Expo, and Science District Fair • Increase the number of STEM related courses, competitions, and STEM related Labs • Increase student participation in STEM related courses and competitions

PD Opportunity 1

Science and math teachers will expose students to full inquiry and project-based learning through the use of technology in the areas of math and science, through the implementation of a school-wide science and math fair. Incorporate Science STEM initiatives: STEM into instructional block. Science department chair will contact District science STEM department to enroll students in STEM competitions, such as District Science Fair, and participation in STEM labs/activities

Facilitator

the Florida Department of Environmental Protection

Participants

science and math teachers

Target Dates or Schedule

Nov.8th and ongoing

Evidence of Completion

lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G1. | According to the 2013 FCAT 2.0 Reading Exam for Grade 9 our actual performance was 48%. Our goal for is to increase performance to 55%. | \$14,379 |
| G2. | Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%. | \$20,954 |
| Total | | \$35,333 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Evidence-Based Program | Total |
|----------------|------------|------------------------|----------|
| CSP Grant | \$27,356 | \$7,977 | \$35,333 |
| Total | \$27,356 | \$7,977 | \$35,333 |

Budget Details

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

G1. According to the 2013 FCAT 2.0 Reading Exam for Grade 9 our actual performance was 48%. Our goal for is to increase performance to 55%.

G1.B6 After reviewing data from the 2013 grade 9 FCAT 2.0 students making learning gains had particular difficulty with determining the correct meaning of words with multiple meanings in context due to a lack of instruction on identifying context clues.

G1.B6.S1 In order to best address this barrier, a strong emphasis will be placed on having students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Much work will be done to analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone)

Action Step 3

instruction in differences in meaning due to context will be done

Resource Type

Technology

Resource

Reading Plus Unlimited Access Subscription

Funding Source

CSP Grant

Amount Needed

\$3,039

G1.B7 After reviewing data from the grade 9 FCAT 2.0, a barrier that students in the lowest 25% making learning gains encountered was in the following area: 1-Vocabulary due to insufficient use of word walls.

G1.B7.S1 In order to best address this barrier, a strong emphasis will be placed on having students determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Much work will be done to analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone) Word Walls

Action Step 2

analyze how an author's choices concerning the words he/she uses can create such effects such as mystery, tension, or surprise. This will be graded by teachers.

Resource Type

Technology

Resource

Jamestown Reading Navigator one year subscription

Funding Source

CSP Grant

Amount Needed

\$2,970

G1.B8 The areas of deficiency as noted on the 2013 CELLA test are Barrier 1: The home language is Spanish, Barrier 2: Proper English is not appropriately used with peers.

G1.B8.S1 • The strategies that will be applied for students are: o Barrier 1: The home language is Spanish. • A2. Modeling: The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. • B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. o Barrier 2: Proper English is not appropriately used with peers • A2. Modeling : The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. • B1. Brainstorming: Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information. • B7. Teacher-Led Groups : Teacher-led groups include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

Action Step 1

will customize instruction for student achievement

Resource Type

Technology

Resource

CELLA Licenses

Funding Source

CSP Grant

Amount Needed

\$393

G1.B10 An area of deficiency as noted on the 2013 CELLA Test was Barrier 1: Lack of varied sentence structure due to limited samples of mentor text

G1.B10.S1 • The strategies that will be applied for students by their teachers are: o Barrier 1: Lack of varied sentence structure. • Graphic Organizers • Writing Prompts • Mentor Text • Achieve 3000

Action Step 3

provide students with opportunities to read and gain examples of varied sentence structure

Resource Type

Evidence-Based Program

Resource

Follett Shelf 179 eBook titles

Funding Source

CSP Grant

Amount Needed

\$7,977

G2. Our target AMO goal for all students is based off the district's target of 65%; Hispanic 67%, ELL 59%, and ED 60%. Our target goal for students making learning gains is a 94% and for lowest 25% at 91%.

G2.B1 According to the results of the 2013 Algebra 1 EOC , the area of greatest difficulty for students in the Hispanic , ELL, and ED Subgroups was Reporting Category 3 Polynomials due to student lack of fluency and problem solving proficiency in situations involving polynomials.

G2.B1.S1 The strategies that will be applied by teachers for students scoring at or above a 3 will be to: Provide opportunities for students to practice the content so they will be able to: • Apply the laws of exponents to simplify monomial expressions with integral exponents. • Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts. • Completely factor polynomials. • Simplify rational expressions. • Divide polynomials by monomials.

Action Step 1

- Use Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in situations involving polynomials.
- Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.
- Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.
- Provide opportunities for students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Technology

Resource

32 pad CPS/ Mobi View Bundle

Funding Source

CSP Grant

Amount Needed

\$20,954