2013-2014 SCHOOL IMPROVEMENT PLAN

Keys Gate Charter High School

2325 SE 28TH AVE

Homestead, FL 33035

786-272-9600

http://www.keyscharter.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	66%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	85%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

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

Keys Gate Charter High School

Principal

Kenneth Haiko, Governing Board Chair; David McKnight, Principal

School Advisory Council chair

Veronica Rivera

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

Name	Title
David McKnight	Principal
Corinne Baez	Principal in Training
Witnery Garcia	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The Keys Gate Charter High School Council shall be made up of 5 teachers, 5 parents, 1 student, 1 educational support employee, 3 business/community representatives, and the principal. With the exception of the principal and the business/community representatives, all other members shall be elected by their constituent groups. Teachers, parents, students, and educational support employees shall also elect an alternate representative. The Council will be representative of the ethnic, racial, linguistic, disabled, and economic community served by Keys Gate Charter High School.

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

The regular meetings of the Council will be held on the 4th Tuesday of each month. The meetings will be held in the conference room or suitable location from 2:45 to 3:45 pm. Monthly meetings are held in

order to monitor progress related to the implementation of School Improvement Plan strategies, to make decisions about the budget, and to conduct a thorough needs assessment.

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

The projected use of school improvement funds are:

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

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

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

Administrators

# of administrators
3

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

Administrator Information:

Kenneth Haiko, Governing Board Chair; David McKnight, Principal		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	BS Journalism, MS Guidance and Counseling, Ed.S. Educational Leadership. Certification: Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points Rdg. AMO –__ Math AMO–__

Corinne Baez		
Principal	Years as Administrator: 2	Years at Current School: 0

Credentials	Degrees: BS Elementary Education, MS Educational Leadership Certification: Educational Leadership (All Levels), Elementary Education (Grades 1-6), ESOL Endorsement
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points Math Imp. of Lowest 25% - 69 points

Rdg. AMO –__
Math AMO–__

Witnery Garcia		
Asst Principal	Years as Administrator: 1	Years at Current School: 3

Credentials	Degrees: BS Early Childhood Education, MS Educational Leadership Certification: Early Childhood Education (PreK-3), Middle Grades Math (5-9), ESOL Endorsement, Educational Leadership (All Levels)
Performance Record	2013 – School Grade Rdg. Proficiency, 56% Math Proficiency, 50% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 54 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade Rdg. Proficiency, 56% Math Proficiency, 53% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2011 – School Grade Rdg. Proficiency, 76% Math Proficiency, 69% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 58 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 68 points Rdg. AMO –__ Math AMO–__ 2010 – School Grade Rdg. Proficiency, 79% Math Proficiency, 76% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 60 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –__ Math AMO–__ 2009 – School Grade Rdg. Proficiency, 73% Math Proficiency, 65% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 69 points
Rdg. AMO –__
Math AMO–__

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Christine Boyett		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Degrees: BS ESE Certifications: ESE, ESOL Endorsed ,Reading Endorsed
Performance Record	School Grades B High Standards- Rdg 48 Lrng Gains- Rdg 64 Lrng Gains-MA 59 Gains-R-25 61 Gains-MA 25 65

Classroom Teachers

# of classroom teachers
64

 # receiving effective rating or higher
63, 98%

 # Highly Qualified Teachers
70%

 # certified in-field
45, 70%

 # ESOL endorsed
3, 5%

 # reading endorsed
4, 6%

 # with advanced degrees
10, 16%

 # National Board Certified
0, 0%

 # first-year teachers
18, 28%

 # with 1-5 years of experience
35, 55%

 # with 6-14 years of experience
8, 13%

 # with 15 or more years of experience
3, 5%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.
Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local and in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.

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

Keys Gate provides a teacher mentoring program by our Leadership team, which includes administration and Curriculum Resource Teachers. New teachers to our school are provided support

from Teacher Learning Community Leaders (TLC) in the areas of curriculum, instruction, and classroom management with the goals of improved student achievement. Our TLC leaders meet regularly with new teachers to address the twelve professional education competencies via hands on activities, power points and real world scenarios. New teachers have a 3 tiered mentoring system. This includes: Curriculum Resource Teachers, TLC leaders, Lead teachers, and buddy teachers. New teachers are observed on a weekly bases and provided effective feedback.

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

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

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

The MTSS leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavior data to evaluate progress towards those goals at least three times per year by:
- increasing student's goals in response to student's academic growth
- ensuring eligible students are receiving Tier 2 intervention in accordance with the student progression plan
- holding monthly meetings to resolve problems or obstacles
- acting in response to lack of academic progress is demonstrated by any academic element
The second level of support consists of supplemental instructions 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 to:
- monthly review of achievement data of Tier 2 students
- sponsor intervention of groups that are not showing positive academic growth
- identify students for Tier 3 intervention
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 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.

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

Principal: David McKnight: Principal-in-Training: Corinne Baez: ensuring that the MTSS team is implementing the MTSS; ensuring that ample resources are provided for the implementation of MTSS; communicating with all stakeholders about the implementation of MTSS and the SIP; monitoring progress of the SIP.
Assistant Principals: Witnery Garcia: monitoring assessment and documentation of MTSS skills; monitoring and adjusting school's academic goals through the use of data as needed; providing professional development to support the appropriate implementation of MTSS.
Department Chairs: Gabriel Quintana, Adrian Carpio, Bridget Wong, and Christine Boyett : providing support to instructional personnel as it relates to academic achievement of students.
ESE Specialists: Jamie Prado: tracking ESE student's progress; meeting with parents and stakeholders to advise of any necessary modifications in the implementation of MTSS.
Counselors: Ifreack Singh and Angelina Morman Responsible for providing support and sharing expertise with teachers, staff and families in the areas of academic, emotional, behavioral, and social success.
ESE Teachers: Rachel Fults and Jeannine Fernandez-Ruiz : Responsible for providing support and collaborating with general education teachers. Implementing IEP's for respective students to ensure their

success.
Intervention Specialists: Patricia Morgenroth and Judith Bello Responsible for providing students working below grade level additional academic support and collaborating with classroom teachers.

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

The team will meet monthly to discuss how the MTSS and SIP process can be used to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The ongoing goals will be to increase student achievement, provide a safe and secure environment, promote a more positive school culture, enhance student social/emotional well-being and minimize student failure with early intervention programs.
The team will meet with the general education teachers to discuss student progress and needs while in the regular education classroom.

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

Data will be used to guide instructional programs. The managed data will include FCAT, SAT, quarterly benchmark assessments, CELLA, PMRN, and student grades for academic areas and SCMS, ISIS, suspension rate, detention rate, referral rate, and parent/staff surveys for behavioral data. Monthly meetings with grade levels, administration, and support staff are held to review and formulate an effective response to the identified need.

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

CSUSA Professional Development and Student Services Professional Development with MTSS-principles, procedures, implementation, and ongoing support throughout the year (faculty meetings, teacher planning days, planning time)

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: 4,800

After school skill based tutoring offered to students who are not proficient on the Reading, Math, and Science Benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Quarterly Benchmark results are analyzed as well as weekly skill based assessments.

Who is responsible for monitoring implementation of this strategy?

School Based Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
David McKnight	Principal
Corinne Baez	Principal In Training
Wtinery Garcia	Asistant Principal
Christine Boyett	Reading Coach
Gabriel Quintana	Math Department Chair
Adrian Carpio	Social Science Deparment Chair
Deborah Dowling	Science Department Chair
Angelina Morman	Guidance Counselor
Ifrecak Singh	Guidance Counselor
Patricia Morgenroth	Intervention Specialist
Judith Bello	Intervention Specialist

How the school-based LLT functions

Administration meets with department chairs, intervention teachers and student services specialist on a regular basis to monitor that the following is occurring:
1. Analysis of data is reported and drives reading instruction
2. Professional development for teachers is provided based on school goals
3. Measurable student goals are established
4. Research-based instructional programs, materials and strategies are being implemented
5. Instruction is differentiated based on student strengths and weaknesses
6. Intensive intervention is provided
7. Reading is being integrated in all content areas
The above is monitored using classroom walk-thrus, lesson planning reviews, data binder reviews, grade/subject level planning meetings, and professional development sessions.

Major initiatives of the LLT

1. Increased use of small group reading instruction
2. Increased use of research based strategies
3. Increased use of data analysis to differentiate instruction

Every Teacher Contributes to Reading Instruction

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

1. Mentor teachers will model effective instructional strategies for all teachers
2. Lesson plans will be reviewed to ensure reading strategies are included in all subject areas
3. Walk-throughs will be implemented on a regular basis to monitor the use of reading strategies in all subject areas
4. Evidence of use of curriculum maps will be monitored
5. Teachers of all subject areas will participate in planning meetings with reading teachers
6. All teachers including electives and non FCAT testing high school teachers implement the Instructional Focus Program in their classrooms related to a specific deficit as exhibited on Reading assessments.

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

Classroom presentation on Secondary Education, Career Readiness, College tour field trips, guest speakers, and virtual tours.

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

• Classroom Presentations
• Parent Nights
• One on one student conferences

Strategies for improving student readiness for the public postsecondary level

• All at risk students will be identified and placed in course recovery (Plato or Night School)
• Review students' grades and meet with at risk students every four weeks
• Refer students to RTI or community resources
• Parent conferences

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	46%	50%	Yes	51%
American Indian				
Asian				
Black/African American	38%	46%	Yes	45%
Hispanic	39%	49%	Yes	45%
White	75%	59%	No	78%
English language learners	23%	19%	No	31%
Students with disabilities	26%	20%	No	33%
Economically disadvantaged	40%	48%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	25%	27%
Students scoring at or above Achievement Level 4	132	23%	24%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

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)	51	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	29%	36%

Postsecondary Readiness

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

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	168	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	39%	51%	Yes	45%
American Indian				
Asian				
Black/African American	40%	44%	Yes	46%
Hispanic	38%	50%	Yes	45%
White	44%	61%	Yes	50%
English language learners	26%	42%	Yes	33%
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	37%	49%	Yes	43%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		59%	63%
Students in lowest 25% making learning gains (EOC)		65%	69%

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	38%	42%
Students scoring at or above Achievement Level 4	14	6%	7%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	35%	39%
Students scoring at or above Achievement Level 4	23	9%	11%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	41%	45%
Students scoring at or above Achievement Level 4	27	12%	13%

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)	7		10
Participation in STEM-related experiences provided for students	135	15%	18%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	205	22%	30%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		98%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	30	3%	5%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	30	3%	5%
Passing rate (%) for students who take CTE industry certification exams		98%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	3%	5%

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	227	27%	26%
Students in ninth grade with one or more absences within the first 20 days	16	5%	4%
Students in ninth grade who fail two or more courses in any subject	29	10%	9%
Students with grade point average less than 2.0	101	13%	12%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	189	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	169	20%	19%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase parent participation

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	330	30%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal for the 2014 Algebra 1 EOC exam is to increase the percent of students scoring a level 3 from 38% to 42% and the percent of students scoring a level 4-5 from 6% to 7%.

G2. Our Goal for the 2014 Geometry EOC Exam is to increase the percent of students scoring a level 3 from 35% to 39% and increase the percentage of students scoring a level 4-5 9% to 11%.

G3. Our Goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 60% to 64%.

G4. Our Goal for the 2014 Algebra and Geometry EOC is to increase exposure to higher level complexity word problems to increase the level of Math proficiency from 51% to 52%.

G5. Our goal for 2014 Biology EOC is to increase the percentage of students scoring level 3 41% to 45% and level 4-5 12% to 13%.

G6. Our Goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

G7. Our Goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

G8. Our goal for the 2014 US History EOC is to increase the number of students scoring proficient.

G9. Our goal for the 2013-2014 school year is to identify and decrease the number of elementary students falling under the Early Warning System.

G10. Our Goal for 2014 parent involvement is to increase involvement by 15%

G11. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigourous text through the use of reading strategies increasing the level of Reading proficiency from 50% to 51%.

Goals Detail

G1. Our goal for the 2014 Algebra 1 EOC exam is to increase the percent of students scoring a level 3 from 38% to 42% and the percent of students scoring a level 4-5 from 6% to 7%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Study Island

- Plato

Targeted Barriers to Achieving the Goal
- Students do not have a clear understanding of the standards being tested.

- Students do not have enough exposure to test type questions and format.

Plan to Monitor Progress Toward the Goal

Data Chat Meetings

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Sign-in Sheet, Agenda

G2. Our Goal for the 2014 Geometry EOC Exam is to increase the percent of students scoring a level 3 from 35% to 39% and increase the percentage of students scoring a level 4-5 9% to 11%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Study Island

- Plato

Targeted Barriers to Achieving the Goal
- Students do not have enough opportunities to practice content being tested.

- Students do not have enough opportunities to master content being taught.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Agenda, Sign-in Sheet

G3. Our Goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 60% to 64%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Criterion Writing Program
- Top Score Program
- Professional Development

Targeted Barriers to Achieving the Goal
- The students do not have a clear working knowledge of the writing process.
- The students do not have a clear understanding of the standard English conventions.

Plan to Monitor Progress Toward the Goal

Walk throughs, lesson plans, and increase in writing score.

Person or Persons Responsible
School Based Leadership

Target Dates or Schedule:
Weekly

Evidence of Completion:
An increase in overall writing scores through the writing tracking sheets.

G4. Our Goal for the 2014 Algebra and Geometry EOC is to increase exposure to higher level complexity word problems to increase the level of Math proficiency from 51% to 52%.

Targets Supported
- Math (High School, High School AMO's)

Resources Available to Support the Goal
- Study Island
- Plato
- Discovery Education Probes

Targeted Barriers to Achieving the Goal
- The SWD students have not mastered geometry and measurement based word problems.

Plan to Monitor Progress Toward the Goal

Analyze quarterly benchmark data

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Benchmark Data tracking sheet and graphs

G5. Our goal for 2014 Biology EOC is to increase the percentage of students scoring level 3 41% to 45% and level 4-5 12% to 13%.

Targets Supported
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Discovery Education
- FCAT Coach
- Study Island
- Plato

Targeted Barriers to Achieving the Goal
- Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.
- Students scoring a level 4-5 have not had enough opportunities to work with rigorous, higher order activities.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data analysis tracking sheet Graphs

G6. Our Goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

Targets Supported
- STEM
- STEM - High School

Resources Available to Support the Goal
- Science Fair
- Field Trips

Targeted Barriers to Achieving the Goal
- Students are not provided with enough STEM experiences.
- Students do not have the opportunity to participate in STEM related experiences.

Plan to Monitor Progress Toward the Goal

Analyze benchmark data

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Benchmark Data tracking sheet

G7. Our Goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

Targets Supported

Resources Available to Support the Goal
- Counselors
- Courses

Targeted Barriers to Achieving the Goal
- Teacher knowledge and skill

Plan to Monitor Progress Toward the Goal

certification timeline

Person or Persons Responsible
School Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Certification in CTE course

G8. Our goal for the 2014 US History EOC is to increase the number of students scoring proficient.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- Discovery Education
- Plato

Targeted Barriers to Achieving the Goal
- Students do not have an adequate knowledge base of the forms of government.
- Students do not have a deep understanding of political processes.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
School Based Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data Tracking Sheet

G9. Our goal for the 2013-2014 school year is to identify and decrease the number of elementary students falling under the Early Warning System.

Targets Supported
- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal
- Reports from ISIS

- Plasco

- Attendance Committee

Targeted Barriers to Achieving the Goal
- Students not meeting grade level expectations and being retained.

- Students unclear of behavior rules, processes, and expectations.

Plan to Monitor Progress Toward the Goal

Meeting with attendance committee

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Attendance Tracking Sheet

G10. Our Goal for 2014 parent involvement is to increase involvement by 15%

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTSO

- EESAC

- Parentlink

Targeted Barriers to Achieving the Goal
- Insufficient communication with parents on school activities and events.

Plan to Monitor Progress Toward the Goal

Event Sign-in Sheets

Person or Persons Responsible
School Based Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Attendance tracking sheet

G11. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigourous text through the use of reading strategies increasing the level of Reading proficiency from 50% to 51%.

Targets Supported

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

Resources Available to Support the Goal

- Achieve 3000

- Reading Coach

- Professional Development in current reading standards

- Adoption of new reading curriculum

- Tutoring

Targeted Barriers to Achieving the Goal

- The white students have not mastered the comparing and contrasting elements in multiple texts.

- The ELL students have not mastered multiple meaning words in text.

- The SWD students have not mastered the understanding of main idea.

- The FCAT 2.0 Level 3 students have not mastered the understanding of text features.

- The FCAT 2.0 Level 4 and above students have not mastered the relationship of words and their multiple meanings.

- The students in the learning gains subgroup have not mastered the understanding of text structures and their impact on the meaning in text.

- The students in the lowest 25% making learning gains have not mastered the analysis of text features in order to understand the text.

- The students in the CELLA listening and speaking subgroup live in homes of other primary languages, which means their only source of English is via the school.

- The students in the CELLA reading subgroup lack the English grammar foundation which causes difficulty in obtaining proper understanding of English language.

- The students in the CELLA writing subgroup struggle with English grammar and spelling patterns.

Plan to Monitor Progress Toward the Goal

Data Chat Meetings

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

sign-in sheets , meeting agenda

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Our goal for the 2014 Algebra 1 EOC exam is to increase the percent of students scoring a level 3 from 38% to 42% and the percent of students scoring a level 4-5 from 6% to 7%.

G1.B1 Students do not have a clear understanding of the standards being tested.

G1.B1.S1 Students will review and be taught each standard being addressed.

Action Step 1

Provide teachers with test specifications and question examples.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B1.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Data Analysis Sheet

G1.B2 Students do not have enough exposure to test type questions and format.

G1.B2.S1 Students will be provided additional opportunities to work with EOC test question format and examples.

Action Step 1

Use of EOC example questions and format.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Reviews

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G1.B2.S1

Benchmark Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G2. Our Goal for the 2014 Geometry EOC Exam is to increase the percent of students scoring a level 3 from 35% to 39% and increase the percentage of students scoring a level 4-5 9% to 11%.

G2.B1 Students do not have enough opportunities to practice content being tested.

G2.B1.S1 Provide opportunities for students to practice the content covered on the EOC.

Action Step 1

Student will have additional opportunities to engage with the content and practice.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G2.B1.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G2.B2 Students do not have enough opportunities to master content being taught.

G2.B2.S1 Provide students additional opportunities to master content knowledge.

Action Step 1

Provide students with time to master content knowledge.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G2.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of data

G3. Our Goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 60% to 64%.

G3.B1 The students do not have a clear working knowledge of the writing process.

G3.B1.S1 Provide teaches training on writing workshops.

Action Step 1

Top Score Training Criterion Training

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 24, 2013 , September 26, 2013

Evidence of Completion

Attendance, agenda, and teacher implementation

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

Monthly Writing Prompt

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly scoring rubrics

Plan to Monitor Effectiveness of G3.B1.S1

Writing Prompt Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing Tracking Spreadsheet

G3.B2 The students do not have a clear understanding of the standard English conventions.

G3.B2.S1 Provide teachers with curriculum to instruct students on standard English conventions.

Action Step 1

Provide teachers with necessary resources and materials.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G3.B2.S1

Writing Prompts

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Writing tracking spreadsheet

G4. Our Goal for the 2014 Algebra and Geometry EOC is to increase exposure to higher level complexity word problems to increase the level of Math proficiency from 51% to 52%.

G4.B1 The SWD students have not mastered geometry and measurement based word problems.

G4.B1.S1 Students will be provided the additional opportunities to compose and decompose geometrical and measurement based word problems.

Action Step 1

Provide teachers with geometry and measurement test questions.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation tool

Plan to Monitor Effectiveness of G4.B1.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Results

G5. Our goal for 2014 Biology EOC is to increase the percentage of students scoring level 3 41% to 45% and level 4-5 12% to 13%.

G5.B1 Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.

G5.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Purchasing materials and supplies of labs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 1, 2013

Evidence of Completion

Lab Schedule

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

Walk throughs

Person or Persons Responsible

School Based Leadership

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through observation tool

Plan to Monitor Effectiveness of G5.B1.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Data Analysis

G5.B2 Students scoring a level 4-5 have not had enough opportunities to work with rigorous, higher order activities.

G5.B2.S1 Monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

Action Step 1

Provide teachers with a curriculum that has rigorous activities and higher order questioning.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G5.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Data

G6. Our Goal for the 2014 STEM is to increase the percentage of experiences students have with STEM related activities.

G6.B1 Students are not provided with enough STEM experiences.

G6.B1.S1 Increase opportunities for students to enroll in Cambridge, computer application, honors courses and advanced courses

Action Step 1

Begin Student Course Selection Process

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

May 2013

Evidence of Completion

Completed student course selection sheets

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

Analyze FCAT/ EOC Score and Identifying students that meet requirements

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

July 2013

Evidence of Completion

Maximize enrollment in STEM Courses

Plan to Monitor Effectiveness of G6.B1.S1

Benchmark

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark results

G6.B2 Students do not have the opportunity to participate in STEM related experiences.

G6.B2.S1 Create opportunities for students to participate in STEM related experiences.

Action Step 1

Have teachers create a scope and sequence for the year highlighting all the STEM experience provided by course.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Lesson Plan Review

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

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G6.B2.S1

Number of STEM experiences students participate in

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Rosters

G7. Our Goal for 2014 CTE is to increase CTE student achievement of industry certification by 50%.

G7.B1 Teacher knowledge and skill

G7.B1.S1 Increase the number of students enrolled in CTE classes by identifying them through subject selection sheets.

Action Step 1

Identify students based on their ability to participate in CTE courses.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Summer 2013

Evidence of Completion

Spreadsheet with enrollment of students in accelerated courses as well as CTE.

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

Monitor Enrollment in Courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Rosters and attendance

Plan to Monitor Effectiveness of G7.B1.S1

Monitor student grade in CTE courses

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Gradebook

G8. Our goal for the 2014 US History EOC is to increase the number of students scoring proficient.

G8.B1 Students do not have an adequate knowledge base of the forms of government.

G8.B1.S1 Provide teachers with the History EOC test specifications and testing guidelines.

Action Step 1

Provide updated test specs.

Person or Persons Responsible

School Based Leadership

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Binder Review

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

Walk through

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G8.B1.S1

Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

gradebook

G8.B2 Students do not have a deep understanding of political processes.

G8.B2.S1 Teachers will utilize the History EOC test specifications and testing guidelines.

Action Step 1

Provide updated test specifications and testing guidelines.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

beginning of the year

Evidence of Completion

binder review

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

Walk throughs

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

weekly

Evidence of Completion

observation tool

Plan to Monitor Effectiveness of G8.B2.S1

Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Gradebook

G9. Our goal for the 2013-2014 school year is to identify and decrease the number of elementary students falling under the Early Warning System.

G9.B1 Students not meeting grade level expectations and being retained.

G9.B1.S1 Identify students that are not meeting grade level expectations.

Action Step 1

Identify students through the use of FCAT data and benchmark data

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Beginning of the year

Evidence of Completion

Data spreadsheets

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

Evaluate students participating in Reading and Math intensive classes.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Tracking Sheet

Plan to Monitor Effectiveness of G9.B1.S1

Analyze

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports from ISIS

G10. Our Goal for 2014 parent involvement is to increase involvement by 15%

G10.B1 Insufficient communication with parents on school activities and events.

G10.B1.S1 Notify parents of school events via parentlink phone call system, school website, notices, and school marquee.

Action Step 1

School event communication process

Person or Persons Responsible

School Based Leadership

Target Dates or Schedule

August 2013

Evidence of Completion

Outlined parent communication process

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

Requesting Parentlink reports

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Parentlink report

Plan to Monitor Effectiveness of G10.B1.S1

Parent Sign-in sheets

Person or Persons Responsible

School Based

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Log

G11. Our goal for the 2014 Reading FCAT 2.0 is to increase students' comprehension of rigourous text through the use of reading strategies increasing the level of Reading proficiency from 50% to 51%.

G11.B1 The white students have not mastered the comparing and contrasting elements in multiple texts.

G11.B1.S1 Students will be provided additional opportunities to engage in reading comprehension activities which incorporate similarities and differences and analysis of text structure.

Action Step 1

Differentiated and small group instruction

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Examples of student work

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

Walk-throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Teachers working in small groups.

Plan to Monitor Effectiveness of G11.B1.S1

Benchmark Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G11.B2 The ELL students have not mastered multiple meaning words in text.

G11.B2.S1 Student will be provided additional opportunities to utilize dictionaries.

Action Step 1

Use dictionary to compose a personal journal of multiple meaning words.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Personal Journal

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Walk throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation tool

Plan to Monitor Effectiveness of G11.B2.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark Data

G11.B3 The SWD students have not mastered the understanding of main idea.

G11.B3.S1 Students will be provided additional opportunities to engage with fictional and informational text for the purpose of summarizing their content.

Action Step 1

Provide practice in determining the underlying message of a passage/story/article

Person or Persons Responsible

School Base Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Examples of Student Work

Action Step 2

Provide practice in determining the underlying message of a passage/story/article

Person or Persons Responsible

School Base Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Examples of Student Work

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B3.S1

Benchmark Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Analysis of Benchmark data

G11.B4 The FCAT 2.0 Level 3 students have not mastered the understanding of text features.

G11.B4.S1 Students will receive remediation on identify text features and their impact on reading comprehension.

Action Step 1

Provide reading materials that incorporate text features.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B4.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G11.B5 The FCAT 2.0 Level 4 and above students have not mastered the relationship of words and their multiple meanings.

G11.B5.S1 Higher order questioning and the use of FCAT Task Cards to increase their level of understanding of vocabulary.

Action Step 1

Provide FCAT Task Cards and instruction on the incorporation of higher order questioning and vocabulary use.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G11.B5.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B5.S1

Benchmark Assessments

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

G11.B6 The students in the learning gains subgroup have not mastered the understanding of text structures and their impact on the meaning in text.

G11.B6.S1 Use of FCAT Task Cards, comparing and contrasting literary works.

Action Step 1

Provide teachers with FCAT task cards. Provide instructional information on reading analysis strategies.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G11.B6.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B6.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Benchmark Data Analysis Sheet

G11.B7 The students in the lowest 25% making learning gains have not mastered the analysis of text features in order to understand the text.

G11.B7.S1 Ensure all students are provided with a wide variety of text.

Action Step 1

Make available literary works for teacher and student use.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom libraries

Plan to Monitor Fidelity of Implementation of G11.B7.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation tool

Plan to Monitor Effectiveness of G11.B7.S1

Benchmark Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

G11.B8 The students in the CELLA listening and speaking subgroup live in homes of other primary languages, which means their only source of English is via the school.

G11.B8.S1 Use of modeling with illustrations and visualizations.

Action Step 1

Provide teachers with instruction on the implementation of illustration and visualization techniques.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G11.B8.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B8.S1

Developmental Reading Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data Analysis Sheet

G11.B9 The students in the CELLA reading subgroup lack the English grammar foundation which causes difficulty in obtaining proper understanding of English language.

G11.B9.S1 Use of varied assignment complexity and visual aide instructional materials.

Action Step 1

Provide teachers with necessary visual aides and instruction on varying assignment complexity.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Reviews

Plan to Monitor Fidelity of Implementation of G11.B9.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B9.S1

Formative Data Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis Sheet

G11.B10 The students in the CELLA writing subgroup struggle with English grammar and spelling patterns.

G11.B10.S1 Students will read for purpose and highlight key information , create graphic organizers and underline information.

Action Step 1

Provide teachers with necessary resources and materials.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Review

Plan to Monitor Fidelity of Implementation of G11.B10.S1

Walk Throughs

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation Tool

Plan to Monitor Effectiveness of G11.B10.S1

Standardized Reading Assessment

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Analysis

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

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Our Goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 60% to 64%.	$1,000
G5.	Our goal for 2014 Biology EOC is to increase the percentage of students scoring level 3 41% to 45% and level 4-5 12% to 13%.	$1
	Total	$1,001

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Operating	$1,000	$1	$1,001
Total	$1,000	$1	$1,001

Budget Details

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

G3. Our Goal for the 2014 FCAT Writes is to increase the number of students scoring a 3.5 or higher from 60% to 64%.

G3.B1 The students do not have a clear working knowledge of the writing process.

G3.B1.S1 Provide teaches training on writing workshops.

Action Step 1

Top Score Training Criterion Training

Resource Type

Professional Development

Resource

Criterion

Funding Source

Operating

Amount Needed

$1,000

G5. Our goal for 2014 Biology EOC is to increase the percentage of students scoring level 3 41% to 45% and level 4-5 12% to 13%.

G5.B1 Students scoring a level 3 have not had enough exposure to inquiry based, hands on activities.

G5.B1.S1 Implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic.

Action Step 1

Purchasing materials and supplies of labs

Resource Type

Evidence-Based Program

Resource

science lab materials

Funding Source

Operating

Amount Needed

$1