

2013-2014 SCHOOL IMPROVEMENT PLAN

International Studies Preparatory Academy
1570 MADRUGA AVE
Coral Gables, FL 33146
305-663-7200

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 88%

School Grades History

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

International Studies Preparatory Academy

Principal

Alejandro Pérez

School Advisory Council chair

Deanne Rodriguez

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

Name	Title
Alejandro Pérez	Principal
Caridad Iglesias	Lead Teacher
Yazmin Castaneda	Activities Director
Maria Martinez	Student Services

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

Alejandro Pérez, Principal
 Liliam Bez, Teacher
 Caridad Iglesias, Teacher
 Maria Lugo, Teacher
 Deanna Rodriguez, Teacher
 Richard Ruiz, Alternate Teacher
 Tamara Calvo, Educational Support
 Onelio Martin, Alternate Educational Support
 Yuli Medina, Parent
 Sylvain Mazloun, Parent
 Diana Luna, Parent
 Thais Luque, Parent
 Muriel Mazloun, Alternate Parent
 Steven Zanaska, Student

Nicholas Ramirez, Alternate Student
Miguel Bermudez, Business/Community Representative
Jeff Weiner, Business/Community Representative

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2013-2014 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Activities of the SAC for the upcoming school year

The EESAC committee will review and monitor the implementation of the School Improvement Plan (SIP) throughout the school year. The EESAC committee will monitor the school programs to ensure academic progress of students in the areas of Reading, Mathematics, Writing and Science. The committee will make decisions on how to utilize allocated funds during the 2013-2014 school year.

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

Instructional/Supplemental Materials:

Anthology Set of Novels: \$629.00

Mathematics Workbooks: \$629.04

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

Not Applicable

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alejandro Pérez

Principal

Years as Administrator: 18

Years at Current School: 4

Credentials

Bachelors: Education,
University of Central Florida
Masters: Educational Leadership, Florida International University;
Certifications: Adaptive Physical Education, Physical Education
(6-12); and Educational Leadership

Performance Record

2013 School Grade - A
School Location 7571: International Studies Preparatory Academy
Reading Proficiency: 85%
Math Proficiency: 89%
Reading Learning Gains: 88%
Math Learning Gains: 79%
Reading Learning Gains of Lowest 25%: 91%
Math Learning Gains of Lowest 25%: 49%
Reading AMO: Yes
Math AMO: Yes

2012 School Grade - A
School Location 7571: International Studies Preparatory Academy
Reading Proficiency: 78%
Math Proficiency: 80%
Reading Learning Gains: 80%
Math Learning Gain: 46%
Reading Learning Gains of Lowest 25%: 80%
Math Learning Gains of Lowest 25%: 46%
Algebra I EOC: 51%
Geometry EOC: 50%
Biology EOC: 44%
Reading AMO: 67
Math AMO: NA

2011 School Grade - NO GRADE ASSIGNED
School Location 7571: International Studies Preparatory Academy
Reading Proficiency: 60%
Math Proficiency: NA
Reading Learning Gains: 60
Math Learning Gains: NA
Reading AMO - 64%
Math AMO - NA

2010 School Grade - A
School Location 1121: Coral Way K-8 Center
Reading Proficiency: 74%
Math Proficiency: 75%
Reading Learning Gains: 71%
Math Learning. Gains: 64%
Reading Learning Gains of Lowest 25%: 58%
Math Learning Gains of Lowest 25%: 58%

2009 School Grade - A
School Location 1121: Coral Way K-8 Center
Reading Proficiency: 76%

Math Proficiency: 78%
 Reading Learning Gains: 74%
 Math Learning Gains: 67%
 Reading Learning Gains of Lowest 25%: 79%
 Math Learning Gains of Lowest 25%: 66%

Classroom Teachers

of classroom teachers

16

receiving effective rating or higher

15, 94%

Highly Qualified Teachers

69%

certified in-field

16, 100%

ESOL endorsed

3, 19%

reading endorsed

1, 6%

with advanced degrees

10, 63%

National Board Certified

3, 19%

first-year teachers

1, 6%

with 1-5 years of experience

2, 13%

with 6-14 years of experience

10, 63%

with 15 or more years of experience

4, 25%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Strategies to recruit and retain highly qualified and effective teachers include:

1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS):

Alejandro Pérez,

Principal

2. Professional development opportunities: Alejandro Perez, Principal

3. Develop and encourage professional development in the areas of concentration: Alejandro Pérez, Principal

4. Establish relationships with state colleges/universities or academic institutions in order to provide advance

degree program information to teachers: Alejandro Pérez, Principal

Teacher Mentoring Program/Plan

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

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for Mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level or in the subject area as the new teacher.

Selection Criteria for Mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required Training to Become a Mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who Receives a Mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site based mentor.

Help for Second and Third Year Teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, National

Board Certified
Teacher, etc.

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

TIER 1

The MTSS/RtI Leadership Team uses 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 focus.
2. Determine how we will define if students have made expected levels of progress towards proficiency/mastery.
3. Respond when students have not shown a positive response to the intervention.
4. Gather and analyze data at all Tiers to determine professional development for faculty.
5. Ensure the students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze the data using the

Tier 2 Problem Solving 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 or targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly 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 that fall under the requirements for Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plans to meet those goals. The MTSS Problem Solving Process is used to carry out, monitor and adjust if necessary, the supports defined in the SIP.

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

TIER 1 - Leadership Team

The function and responsibility of each team member as it relates to MTSS and the SIP includes:

Administrator, Alejandro Perez, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Caridad Iglesias, Lead Teacher
- Maria Lugo, Language Arts/ESOL Teacher
- Jose Courel, Modern Language Teacher
- Mindy Fernandez, Special Education (SPED) Teacher

In addition to Tier 1 Problem Solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

TIER 2

Mr. Perez, Ms. Iglesias, Ms. Lugo and Mr. Courel, members of the MTSS Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other

logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

TIER 3 - SST

Selected members of the Leadership Team and Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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 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.

Managed data will include:

ACADEMIC

- Interim assessments
- State/Local Reading, Math, Writing and Science assessments
- FCAT
- EOC's
- Student grades
- School site specific assessments

BEHAVIOR

- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.

3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school’s consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

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: 1,200

Students will have the opportunity to participate in the following:

- Dual Enrollment- Curriculum Advancement
- Advanced Placement (AP) Curriculum – Enrichment and Advancement
- Tutoring services will be provided afterschool to all students throughout the school year in the areas of Reading, Mathematics and Science.

Strategy Purpose(s)

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

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

Data is collected through the school year. Students are administered the Baseline, Fall Interim, Winter Interim and FCAT or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using classroom tests and quizzes administered to students on a weekly basis.

Who is responsible for monitoring implementation of this strategy?

Alejandro Pérez, Principal
 Caridad Iglesias, Lead Tecaer

Literacy Leadership Team (LLT)

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

Name	Title
Alejandro Pérez	Principal
Caridad Iglesias	Lead Teacher
Lilliam Bez	Mathematics Teacher

Name	Title
Deanna Rodriguez	Social Science Teacher
Nathalie Milian	Language Arts Teacher
Maria Lugo	Language Arts / ESOL Teacher
Marisol Marin-Restrepo	Science Teacher
Jose Courel	Spanish Teacher
Mindy Fernandez	Special Education (SPED)

How the school-based LLT functions

The functions of the LLT include determining how to best meet the needs of all students in order to help students achieve academic goals both in high school and beyond. The principal will provide the necessary resources to the LLT team, which will meet monthly to discuss research, based best practices in reading instruction, assessment and observational data in order to make instructional and programmatic decisions. The Literacy Leadership Team will work to guarantee fidelity of implementation of the Common Core Standards. The team uses data to identify the best resources that address the needs of the identified students.

Major initiatives of the LLT

The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/ Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The major initiatives of the LLT this year will be:

- Provide Professional Development.
- Data disaggregation.
- Integrate MTSS/Rtl into school improvement planning.
- Plan and implement strategies to ensure continual growth in student enrollment and achievement.

Every Teacher Contributes to Reading Instruction

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

All teachers will be given professional development in Best Practices for Teaching Reading in a Content Area.

Teachers will also attend workshops on integrating Reading in their assigned curriculum. Also, Reading and

Language Arts teachers will plan with elective teachers to ensure consistency across the curriculum. The goal

of content area instruction is to teach the ideas, concepts and principles of a specific subject.

Administrator

(s) will also monitor to assure the above strategies are utilized.

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

As an International Studies (IS) program and modern language school, all students will participate in the core courses and be enrolled in two modern language courses (literature and humanities). Students will

have the opportunity to participate in language competitions at the district, state and national level. Students completing their studies at International Studies will have the opportunity to receive two diplomas for their studies – a Florida High School Graduation and the equivalent diploma from the European Country. Students and parents will participate in selecting courses that the student will take the following school year. Administration and Lead Teacher will meet with students to finalize subject selections.

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

International Studies Preparatory Academy at Gables (ISPA) will offer the following modern languages: French, Italian and Spanish. The school will offer educational programs that meet the interests of students in the school. Students will learn literature, geography and humanities in the targeted modern language. Students will learn about the cultures, traditions, history of the country being studied. Students will participate in the process of selecting courses for the following school year with assistance from the counselor and lead teacher.

Strategies for improving student readiness for the public postsecondary level

ISPA will work with colleges and universities in providing information and guidance as the students' progress through their secondary years and begin the process of entering post-secondary education. Student services personnel will be available to guide students through interviews and questionnaires as they begin thinking about future plans. Collaboration will occur with the departments of education of each country to ensure a smooth transition for students wishing to continue their studies in the European country. ISPA will make additional efforts to ensure that a maximum number of ninth and tenth graders take advantage of testing opportunities. ISPA will begin to offer Advanced Placement courses in 2012 -2013 and expand those offerings as the school incorporates 12th grade in 2012-2013 and beyond.

- Increase number and percentage of students scoring 'college-ready' in math and language arts on approved postsecondary readiness assessment such as the SATs, ACTs and the PERT through sample tests on school wide testing days and through the use of SAT/ACT/PERT style bell ringers.
- Increase student participation and performance in Honors, Advanced Placement (AP) and Dual Enrollment courses.
- Provide students with mock AP exams and reviews to increase assessment results.

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	70%	85%	Yes	73%
American Indian				
Asian				
Black/African American				
Hispanic	78%	86%	Yes	80%
White	94%	81%	No	94%
English language learners	67%	54%	No	70%
Students with disabilities				
Economically disadvantaged	74%	85%	Yes	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	25%	26%
Students scoring at or above Achievement Level 4	92	60%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		88%	89%
Students in lowest 25% making learning gains (FCAT 2.0)		91%	92%

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)	19	90%	91%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	62%	66%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	62%	66%

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.		[data excluded for privacy reasons]	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	55	96%	96%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		[data excluded for privacy reasons]	0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	89%	Yes	83%
American Indian				
Asian				
Black/African American				
Hispanic	81%	90%	Yes	83%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	75%	88%	Yes	78%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		49%	54%

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	82%	89%	Yes	83%
American Indian				
Asian				
Black/African American				
Hispanic	81%	90%	Yes	83%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	75%	88%	Yes	78%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		79%	81%
Students in lowest 25% making learning gains (EOC)		49%	54%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	77%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	56%	58%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	41%	42%
Students scoring at or above Achievement Level 4	35	45%	45%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	45%	46%
Students scoring at or above Achievement Level 4	36	41%	42%

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)	2		3
Participation in STEM-related experiences provided for students	15	8%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	16	9%	10%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	96%
Students taking one or more advanced placement exams for STEM-related courses	16	9%	10%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	5%	4%
Students in ninth grade with one or more absences within the first 20 days	4	4%	3%
Students in ninth grade who fail two or more courses in any subject	4	4%	3%
Students with grade point average less than 2.0	7	4%	3%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	7	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	1%	1%

Graduation

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

Provide and schedule parent meetings and school-sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer activities in the mornings, afternoons, and/or evenings, if possible.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percent of parents attending school-sponsored events.	35	14%	18%

Goals Summary

- G1.** READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to atleast 85%.
- G2.** POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicate that 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.
- G3.** WRITING - Results of the 2013 FCAT 2.0 Writing Exam indicate that 96% of Grade 10 students scored at level 3.5 or above. Our goal for the 2013-2014 school year is to maintain the number of students scoring at achievement Levels 3.5 or above.
- G4.** MATHEMATICS: Results of the 2013 Mathematics 2.0 Test indicate that 89% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is maintain the number of students scoring at level 3 or higher to atleast 89%.
- G5.** POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicates that 75% of one-time graduates scored "college ready" in Mathematics.
- G6.** ALGEBRA EOC: Results of the 2013 Algebra EOC indicate that 71% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 3 percentage points to 74%.
- G7.** GEOMETRY EOC: Results of the 2013 Geometry EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 1 percentage point to 87%.
- G8.** BIOLOGY EOC: Results of the 2013 Biology EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 2 percentage points to 88%.
- G9.** STEM - Our goal for the 2013-2014 school year is to increase the number of students enrolling in STEM related Honors and AP courses.
- G10.** SOCIAL STUDIES - The goal for the 2013-2014 school year is to increase the number of students meeting proficiency on the U.S. History EOC.
- G11.** EARLY WARNING SYSTEM - Our goal for the 2013-2014 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance.
- G12.** EARLY WARNING SYSTEM: Our goal for the 2013-2014 school year is to have a 100% graduation rate.

- G13.** PARENTAL INVOLVEMENT - Our goal for the 2013-2014 school year is to increase parental involvement as the school expands the Parent Teacher Student Association (PTSA).

Goals Detail

G1. READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to at least 85%.

Targets Supported

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

Resources Available to Support the Goal

- FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. <http://www.fcatexplorer.com>
- Jamestown Reader Navigation - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. <http://www.glencoe.com/>
- Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 81% of White students and 54% of ELL students scored Achievement Level 3 or above. These subgroups did not meet AMO in Reporting Category 4: Informational Text/Research Process due to student weakness in vocabulary and reading application.
- As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 25% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Vocabulary due to non-proficiency in context clues, word relationships, analyzing words, and multiple-meaning words.
- As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 60% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Vocabulary due to non-proficiency in context clues, word relationships, analyzing words, and multiple-meaning words.
- As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 88% of students made learning gains. The area of deficiency was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.
- As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 91% of students in the lowest 25% made learning gains. The area of deficiency for students in the lowest 25% making learning gains Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.
- As noted on the 2013 CELLA administration, student performance data indicates that 90% of students were proficient in the area of Listening/Speaking. Students require additional opportunities in and outside of the classroom to speak in English.
- As noted on the 2013 CELLA administration, student performance data indicates that 62% of students were proficient in the area of Reading. Students require additional opportunities to read in English.
- As noted on the 2013 CELLA administration, student performance data indicates that 62% of students were proficient in the area of Writing. Students require additional opportunities to use the writing process in English outside of the classroom.

- As noted on the Postsecondary Education Readiness Test (P.E.R.T.), 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using data from District Interim Assessments and FCAT 2.0 Reading

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment - District Interim Assessments; Summative Assessment - Results of the 2014 FCAT 2.0 Reading Test

G2. POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicate that 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

Targets Supported

Resources Available to Support the Goal

- SAT/ACT and PERT bell-ringers

Targeted Barriers to Achieving the Goal

- As noted on the Postsecondary Education Readiness Test (PERT), 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

Plan to Monitor Progress Toward the Goal

Following the FCIM using data from the SAT and/or ACT and the PERT

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment - Results of the 2014 Postsecondary Education Readiness Test

G3. WRITING - Results of the 2013 FCAT 2.0 Writing Exam indicate that 96% of Grade 10 students scored at level 3.5 or above. Our goal for the 2013-2014 school year is to maintain the number of students scoring at achievement Levels 3.5 or above.

Targets Supported

- Writing

Resources Available to Support the Goal

- FCAT 2.0 Writing Anchor Papers & Calibration Rubrics

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT Writing 2.0 administration, student performance data indicates that 96% of students scored 3.5 and above. The area of deficiency was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Following FCIM using data from District Interim Assessments and 2014 FCAT 2.0 Writing

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment - District Interim Assessments; Summative Assessment - Results of the 2014 Writing FCAT 2.0

G4. MATHEMATICS: Results of the 2013 Mathematics 2.0 Test indicate that 89% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is maintain the number of students scoring at level 3 or higher to atleast 89%.

Targets Supported

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

Resources Available to Support the Goal

- Khan Academy - students can make use of the extensive video library, interactive challenges, and assessments from any computer with access to the web.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 79% of students made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.
- As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 49% of students in the lowest 25% made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from District Interim Assessments and Mathematics EOC's

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative - District Interim Assessments; Summative Assessment - Results of the 2014 EOC's

G5. POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicates that 75% of one-time graduates scored "college ready" in Mathematics.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- SAT/ACT/PERT bell-ringers

Targeted Barriers to Achieving the Goal

- Students have limited exposure to test preparation activities within the school day.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from District Interim Assessments and Mathematics EOC's

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative Assessment - Results of the 2014 PERT

G6. ALGEBRA EOC: Results of the 2013 Algebra EOC indicate that 71% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 3 percentage points to 74%.

Targets Supported

- Math (High School)
- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra Nation - a dynamic, hands-on, EOC preparation resource aligned with the state standards. <http://www.algebration.com>

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Algebra EOC, student performance data indicates that 56% of students scored Achievement Level 3. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, & Discrete Mathematics.
- As noted on the 2013 Algebra EOC, student performance indicates that 15% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, & Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from District Interim Assessments and Algebra EOC Assessment.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative - District Interim Assessments; Summative Assessment - Results of the 2014 Algebra EOC Assessment

G7. GEOMETRY EOC: Results of the 2013 Geometry EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 1 percentage point to 87%.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- Khan Academy - students can make use of the extensive video library, interactive challenges, and assessments from any computer with access to the web.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Geometry EOC, student performance indicates that 41% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Two-Dimensional Geometry.
- As noted on the 2013 Geometry EOC, student performance indicates that 45% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Two-Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from District Interim Assessments and Geometry EOC Assessment

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative - District Interim Assessments; Summative Assessment - Results of the 2014 Geometry EOC Assessment

G8. BIOLOGY EOC: Results of the 2013 Biology EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 2 percentage points to 88%.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- ExploreLearning Gizmos™ - Interactive simulations in science for teachers and students to utilize in grades 3-5 that is designed as supplemental curriculum materials that support state standards.
- Science Builder (Learning Village) - Interactive simulations in science for teachers and students to utilize in grades K-12 that is designed as supplemental curriculum materials that support state standards. It focuses on vocabulary words from each of the four reporting categories as stated in the Next Generation Sunshine State Standards.
- FCAT Explorer - Interactive simulations in science for teachers and students to utilize in grades 5. It is designed as supplemental curriculum materials that support state standards.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Biology EOC Assessment, student performance data indicates that 45% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Molecular and Cellular Biology.
- As noted on the 2013 Biology EOC Assessment, student performance indicates that 41% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from District Interim Assessments and Biology EOC Assessment.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative - District Interim Assessments; Summative Assessment - Results of the 2014 Biology EOC Assessment

G9. STEM - Our goal for the 2013-2014 school year is to increase the number of students enrolling in STEM related Honors and AP courses.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- BEN - Digital Library Portal for Teaching and Learning in the Biological Sciences Teaching and learning resources.

Targeted Barriers to Achieving the Goal

- Limited number of advanced level STEM experiences available to students.
- Limited number of student participation on STEM related experiences.
- Limited number of students enrolling and completing accelerated STEM courses.

Plan to Monitor Progress Toward the Goal

Review of master schedule student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student enrollment in upper level STEM courses for the 2013-2014 school year.

G10. SOCIAL STUDIES - The goal for the 2013-2014 school year is to increase the number of students meeting proficiency on the U.S. History EOC.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Model United Nations - The Model United Nations is sponsored through a partnership with Global Classrooms, an educational agency of the United Nations Association of the United States of America.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 U.S. History Baseline Assessment, students who scored in the middle third had most difficulty with Reporting Category 1: Late Nineteenth and Early Twentieth Centuries (1860-1910).
- As noted on the 2013 U.S. History Baseline Assessment, students who scored in the upper third had most difficulty with Reporting Category 1: Late Nineteenth and Early Twentieth Centuries (1860-1910).

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessments and U.S. History EOC Assessment

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative - District Interim Assessments; Summative Assessment - Results of the 2014 U.S. History EOC Assessment

G11. EARLY WARNING SYSTEM - Our goal for the 2013-2014 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Student Services
- Attendance Policy
- Student Code of Conduct

Targeted Barriers to Achieving the Goal

- In monitoring the Early Warning Systems, 5% of students missed 10% or more of available Instructional Time. Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality. As ISPA serves all of Miami-Dade County, students rely on public transportation and increased travel time to school.
- In monitoring the Early Warning Systems, 4% of 9th graders accumulated one or more absences within the first 20 days of school. Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality. As ISPA serves all of Miami-Dade County, students rely on public transportation and increased travel time to school.
- In monitoring the Early Warning Systems, 4% of students have a GPA less than 2.0.
- In monitoring the Early Warning Systems, 4% of students received two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

Follow the FCIM using attendance records and case management forms to identify students exhibiting EWS to provide appropriate interventions and support(s).

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Records/Reports and Case Management Forms/Interim Progress Reports/Report Cards

G12. EARLY WARNING SYSTEM: Our goal for the 2013-2014 school year is to have a 100% graduation rate.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- Student Services

Targeted Barriers to Achieving the Goal

- A small number of students may be at risk of not meeting graduation requirements.

Plan to Monitor Progress Toward the Goal

Review credit history and quarterly grade reports.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Graduation List of Students

G13. PARENTAL INVOLVEMENT - Our goal for the 2013-2014 school year is to increase parental involvement as the school expands the Parent Teacher Student Association (PTSA).

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- ConnectED

Targeted Barriers to Achieving the Goal

- ISPA is a district wide magnet high school where students attend from around the county and do not live in close proximity to the school.

Plan to Monitor Progress Toward the Goal

Distribute and collect evaluation forms at school events/activities.

Person or Persons Responsible

Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign-in Sheets / Rosters

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to at least 85%.

G1.B1 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 81% of White students and 54% of ELL students scored Achievement Level 3 or above. These subgroups did not meet AMO in Reporting Category 4: Informational Text/Research Process due to student weakness in vocabulary and reading application.

G1.B1.S1 Provide increased opportunities for student exposure to word walls, informational text analysis, and reading application through all content areas.

Action Step 1

Students will practice locating and verifying details, critically analyze text and synthesize details to draw correct conclusions to informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests, student work and District Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Tests/Quizzes and District Interim Assessments; Summative Assessment - Results of the 2014 FCAT 2.0 Reading Test

G1.B2 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 25% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Vocabulary due to non-proficiency in context clues, word relationships, analyzing words, and multiple-meaning words.

G1.B2.S1 Provide increased opportunities for instruction in different levels of content-specific words (shades of meaning) using an anthology set of novels.

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and District Interim Assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessment - District Interim Assessments and mini-assessments; Summative Assessment - Results of the 2014 FCAT 2.0 Reading Test

G1.B3 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 60% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Vocabulary due to non-proficiency in context clues, word relationships, analyzing words, and multiple-meaning words.

G1.B3.S1 Provide increased opportunities for students to read from a wide variety of texts.

Action Step 1

Provide increased opportunities for students to place questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and District Interim Assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments, Mini-Assessments and Quizzes/Tests;
Summative Assessment - Results of the 2014 FCAT 2.0

G1.B4 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 88% of students made learning gains. The area of deficiency was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.

G1.B4.S1 Provide increased opportunities for students to identify and analyze author's purpose and/or perspective in a variety of text and understand how they affect meaning.

Action Step 1

Teachers will emphasize instruction that helps students understand how patterns support the main idea, character development, and author's purpose. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and District Interim Assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Assessments and mini-assessments; Summative Assessment - Results of the 2014 FCAT 2.0 Reading

G1.B5 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 91% of students in the lowest 25% made learning gains. The area of deficiency for students in the lowest 25% making learning gains Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.

G1.B5.S1 Provide increased opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Common Core Strategies in Language Arts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and District Interim Assessments.

Facilitator:

Teacher / Curriculum Support

Participants:

Teachers will participate in Professional Development on Common Core Strategies in Language Arts.

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

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - District Interim Reports and mini-assessments; Summative Assessment - Results of the 2014 FCAT 2.0 Reading

G1.B6 As noted on the 2013 CELLA administration, student performance data indicates that 90% of students were proficient in the area of Listening/Speaking. Students require additional opportunities in and outside of the classroom to speak in English.

G1.B6.S1 Provide increased opportunities for students to develop their listening and oral language skills.

Action Step 1

Students will participate in cooperative learning groups on specific class projects that encourage students to develop their linguistic skills. Rubrics will be used to assess the objectives presented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-based generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments; Summative Assessment - Results of the 2014 CELLA

G1.B7 As noted on the 2013 CELLA administration, student performance data indicates that 62% of students were proficient in the area of Reading. Students require additional opportunities to read in English.

G1.B7.S1 Provide increased opportunities for students to develop reading skills through a variety of genres.

Action Step 1

Use read-aloud and the reading illustrations to encourage prediction and interpretation of the text by students. Help students relate what they are reading to their own experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and District Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Quizzes/Tests and Interim Assessments; Summative Assessment - Results of the 2014 CELLA

G1.B8 As noted on the 2013 CELLA administration, student performance data indicates that 62% of students were proficient in the area of Writing. Students require additional opportunities to use the writing process in English outside of the classroom.

G1.B8.S1 Provide opportunities for students to use the writing process to plan, draft, revise, edit and publish in writing assignments.

Action Step 1

Students will be exposed to writing activities using graphic organizers to arrange information and label key concepts when writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-based generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test, student work and District Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments - Tests/Quizzes and Interim Assessments; Summative Assessment - Results of the 2014 CELLA

G1.B9 As noted on the Postsecondary Education Readiness Test (P.E.R.T.), 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

G1.B9.S1 Provide increased opportunities for students to participate in test preparation activities such as practice or diagnostic testing and/or receiving tutorial assistance.

Action Step 1

Provide opportunities for students to participate in test preparation activities within and/or outside of the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests

Plan to Monitor Effectiveness of G1.B9.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests; Summative Assessment - Results of the 2014 Postsecondary Education Readiness Test

G2. POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicate that 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

G2.B1 As noted on the Postsecondary Education Readiness Test (PERT), 50% of on-time graduates scored "college ready" in Reading. Student require additional exposure to test preparation activities.

G2.B1.S1 Provide increased opportunities for students to participate in test preparation activities such as practice bell-ringers, lessons, and activities that are aligned with the PERT Readiness competencies.

Action Step 1

Provide opportunities for students to participate in test preparation activities within and/or outside of the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests; Summative Assessment - Results of the 2014 Postsecondary Education Readiness Test

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests; Summative Assessment - Results of the 2014 Postsecondary Education Readiness Test

G3. WRITING - Results of the 2013 FCAT 2.0 Writing Exam indicate that 96% of Grade 10 students scored at level 3.5 or above. Our goal for the 2013-2014 school year is to maintain the number of students scoring at achievement Levels 3.5 or above.

G3.B1 As noted on the 2013 FCAT Writing 2.0 administration, student performance data indicates that 96% of students scored 3.5 and above. The area of deficiency was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Provide increased opportunities for students to use the writing process, revising/editing charts, teacher conferring and peer editing strategies in order to express ideas and critical analysis.

Action Step 1

Common Core Writing Across the Curriculum

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

Facilitator:

Teacher / Curriculum Support

Participants:

Teachers will participate in Professional Development on Common Core Writing Across the Curriculum.

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

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples and District Mid-Year Writing Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Writing Prompts, Quizzes/Tests, District Mid-Year Assessment; Summative Assessment - Results of the 2014 FCAT 2.0 Writing Exam

G4. MATHEMATICS: Results of the 2013 Mathematics 2.0 Test indicate that 89% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is maintain the number of students scoring at level 3 or higher to atleast 89%.

G4.B1 As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 79% of students made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.

G4.B1.S1 Provide increased opportunities for students to participate in activities and remediation class within and/or outside of the school day.

Action Step 1

Mathematical Practices of the Common Core State Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Formative Assessments - Quizzes/Tests and District Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Plan to Monitor Effectiveness of G4.B1.S1

Formative Assessments - Quizzes/Tests and District Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Algebra/Geometry EOC's

G4.B2 As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 49% of students in the lowest 25% made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.

G4.B2.S1 Provide increased opportunities for students to determine whether two propositions are logically equivalent in mathematical or real-world contexts.

Action Step 1

Mathematical Practices of the Common Core State Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Formative Assessments - Quizzes/Tests and District Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Summative Assessment - District Interim Assessments and site-generated assessments

Plan to Monitor Effectiveness of G4.B2.S1

Formative Assessments - Quizzes/Tests and District Interim Assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Algebra/Geometry EOC's

G5. POSTSECONDARY READINESS - Results of the Postsecondary Education Readiness Test (P.E.R.T.) indicates that 75% of one-time graduates scored "college ready" in Mathematics.

G5.B1 Students have limited exposure to test preparation activities within the school day.

G5.B1.S1 Provide increased opportunities for students to participate in activities within and/or outside of the school day that address the PERT Mathematics categories.

Action Step 1

Provide opportunities for students to participate in test preparation activities within and/or outside of the school day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative Assessment - Results of the 2014 PERT

Plan to Monitor Effectiveness of G5.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative Assessment - Results of the 2014 PERT

G6. ALGEBRA EOC: Results of the 2013 Algebra EOC indicate that 71% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 3 percentage points to 74%.

G6.B1 As noted on the 2013 Algebra EOC, student performance data indicates that 56% of students scored Achievement Level 3. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, & Discrete Mathematics.

G6.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations.

Action Step 1

Mathematical Practices of the Common Core State Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Facilitator:

Teachers / Curriculum Support

Participants:

Mathematics teachers will participate in Professional Development in the Mathematical Practices of the Common Core State Standards.

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessments
- Results of the 2014 Algebra EOC Assessment

G6.B2 As noted on the 2013 Algebra EOC, student performance indicates that 15% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, & Discrete Mathematics.

G6.B2.S1 Provide increased opportunities for students to solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

Provide increased opportunities for students to perform set operations, such as union and intersection, complement, and cross product.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Algebra EOC Assessment

G7. GEOMETRY EOC: Results of the 2013 Geometry EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 1 percentage point to 87%.

G7.B1 As noted on the 2013 Geometry EOC, student performance indicates that 41% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Two-Dimensional Geometry.

G7.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency and provide opportunities for students to practice applying transformations in two-dimensional geometry.

Action Step 1

Provide increased opportunities for students to master the content so they will be able to identify and use the relationship between special pairs of angles formed parallel lines and transversals to solve mathematical and real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessments
- Results of the 2014 Geometry EOC Assessment

G7.B2 As noted on the 2013 Geometry EOC, student performance indicates that 45% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Two-Dimensional Geometry.

G7.B2.S1 Using Mathematical Practices of the Common Core State Standards, provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice applying transformations to polygons to determine congruence, similarities, and symmetry in mathematics and real-world problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Geometry EOC Assessment

G8. BIOLOGY EOC: Results of the 2013 Biology EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 2 percentage points to 88%.

G8.B1 As noted on the 2013 Biology EOC Assessment, student performance data indicates that 45% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Molecular and Cellular Biology.

G8.B1.S1 Provide increased opportunities for students to participate in inquiry-based, hands-on, laboratory activities that allow students to make connections to real-life experiences.

Action Step 1

Common Core State Standards for Science

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Facilitator:

Curriculum Support

Participants:

Science teachers will participate in Professional Development in the Common Core State Standards for Science.

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Biology EOC Assessment

G8.B2 As noted on the 2013 Biology EOC Assessment, student performance indicates that 41% of students scored Achievement Level 4 or above. The area of deficiency was Reporting Category 1: Molecular and Cellular Biology.

G8.B2.S1 Provide increased opportunities for students to participate in project based and inquiry based learning activities.

Action Step 1

Establish a plan and timeline for the development of project based and inquiry based learning activities and increase the participation in enrichment opportunities such as Fairchild Challenge, SECME, and science clubs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and placement results in competitions/fairs.

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 Biology EOC Assessment

G9. STEM - Our goal for the 2013-2014 school year is to increase the number of students enrolling in STEM related Honors and AP courses.

G9.B1 Limited number of advanced level STEM experiences available to students.

G9.B1.S1 Provide increased opportunities for students to participate in STEM-related experiences.

Action Step 1

The school will establish a plan and timeline for the development of student projects and increase STEM experiences for students (i.e. Fairchild Challenge and SECME Olympiad and Festival).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student projects, research, presentations

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

Utilizing the FCIM, monthly assessment reports for Science, Mathematics, and Advanced Placement Courses will be reviewed and adjustments will be made to ensure the implementation of project based learning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student presentations, student projects and research

Plan to Monitor Effectiveness of G9.B1.S1

Utilizing the FCIM, monthly assessment reports for Science, Mathematics, and Advanced Placement Courses will be reviewed and adjustments will be made to ensure the implementation of project based learning.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student presentations and projects

G9.B2 Limited number of student participation on STEM related experiences.

G9.B2.S1 Provide information to students and parents regarding STEM related projects and activities in order to increase student participation.

Action Step 1

Provide information to parents and students regarding STEM related projects and activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased participation in school-site STEM courses, competitions and field trips.

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

Quarterly participation in STEM related projects will be reviewed and opportunities for STEM related projects and activities will be adjusted.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in school-site STEM courses, competitions, field trips.

Plan to Monitor Effectiveness of G9.B2.S1

Quarterly participation in STEM related projects will be reviewed and opportunities for STEM related projects and activities will be adjusted.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased participation in school-site STEM courses, competitions and field trips.

G9.B3 Limited number of students enrolling and completing accelerated STEM courses.

G9.B3.S1 Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan in order to attract more students into STEM related Honors and AP courses.

Action Step 1

The administration will perform quarterly reviews of the master schedule to monitor student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Master Schedule

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

The administration will perform quarterly reviews of the master schedule to monitor student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Master Schedule

Plan to Monitor Effectiveness of G9.B3.S1

The administration will perform quarterly reviews of the master schedule to monitor student enrollment.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of Master Schedule

G10. SOCIAL STUDIES - The goal for the 2013-2014 school year is to increase the number of students meeting proficiency on the U.S. History EOC.

G10.B1 As noted on the 2013 U.S. History Baseline Assessment, students who scored in the middle third had most difficulty with Reporting Category 1: Late Nineteenth and Early Twentieth Centuries (1860-1910).

G10.B1.S1 Provide opportunities for students to analyze and understand their own performance data from Interim Assessments to maximize understanding of content strengths and areas in need of performance.

Action Step 1

Common Core State strategies for Literacy, Writing, and Speaking, through U.S. History content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Facilitator:

Curriculum Support

Participants:

Social Studies teachers will participate in Professional Development in Common Core State strategies for Literacy, Writing, and Speaking, through U.S. History content.

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

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 U.S. History EOC Assessment

G10.B2 As noted on the 2013 U.S. History Baseline Assessment, students who scored in the upper third had most difficulty with Reporting Category 1: Late Nineteenth and Early Twentieth Centuries (1860-1910).

G10.B2.S1 Provide opportunities for students to analyze and understand their own performance data from Interim Assessments to maximize understanding of content strengths and areas in need of performance.

Action Step 1

Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Utilizing the FCIM, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

Utilizing the FCIM, monthly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments - Quizzes/Tests and District Interim Assessments; Summative Assessment - Results of the 2014 U.S. History EOC Assessment

G11. EARLY WARNING SYSTEM - Our goal for the 2013-2014 school year is to decrease the number of Early Warning System indicators in the areas of attendance, behavior, and course performance.

G11.B1 In monitoring the Early Warning Systems, 5% of students missed 10% or more of available Instructional Time. Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality. As ISPA serves all of Miami-Dade County, students rely on public transportation and increased travel time to school.

G11.B1.S1 Discuss the District's Attendance Policy with students during grade level orientations and parents at Open House. Monitor daily attendance records and grade-level team's referrals to provide incentives or repercussions.

Action Step 1

Conduct attendance meetings with parents who are having excessive absences.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Records and Case Management Forms

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

Follow-up with parents to ensure attendance is being monitored for targeted student(s).

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Case Management Forms

Plan to Monitor Effectiveness of G11.B1.S1

Follow-up with parents to ensure attendance is being monitored for targeted student(s).

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Case Management Forms

G11.B2 In monitoring the Early Warning Systems, 4% of 9th graders accumulated one or more absences within the first 20 days of school. Geographic location of students and their lack of time management skills present a challenge for attendance and punctuality. As ISPA serves all of Miami-Dade County, students rely on public transportation and increased travel time to school.

G11.B2.S1 Provide parents and students with information about the District's Attendance Policy.

Action Step 1

Conduct attendance meetings with parents who are having excessive absences.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Records and Case Management Forms

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

Follow-up with parents to ensure attendance is being monitored for targeted student(s).

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Case Management Forms

Plan to Monitor Effectiveness of G11.B2.S1

Follow-up with parents to ensure attendance is being monitored for targeted student(s).

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Reports and Case Management Forms

G11.B3 In monitoring the Early Warning Systems, 4% of students have a GPA less than 2.0.

G11.B3.S1 Provide parents and students with knowledge of high school graduation requirements for Miami-Dade County Public Schools.

Action Step 1

Contact parents for targeted students and maintain a log of student progress.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Progress Reports and Report Cards

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

Contact parents for targeted students and maintain a log of student progress.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Progress Reports and Report Cards

Plan to Monitor Effectiveness of G11.B3.S1

Contact parents for targeted students and maintain a log of student progress.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Progress Reports and Report Cards

G11.B4 In monitoring the Early Warning Systems, 4% of students received two or more behavior referrals.

G11.B4.S1 Provide opportunities for students to review the the Student Code of Conduct and provide students with ISPA student contract as it relates to academic and behavior performance expectations.

Action Step 1

Utilize SPOT Success as an incentive to promote positive behavior as noted in the Student Code of Conduct.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

SPOT Success Recognition

Action Step 2

Conduct grade level assemblies to discuss the Student Code of Conduct as it relates to academic and behavior performance expectations.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

August 2103

Evidence of Completion

Student Contracts

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

Monitoring of suspension logs.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension Reports

Plan to Monitor Effectiveness of G11.B4.S1

Monitoring of suspension logs.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension Reports

G12. EARLY WARNING SYSTEM: Our goal for the 2013-2014 school year is to have a 100% graduation rate.

G12.B1 A small number of students may be at risk of not meeting graduation requirements.

G12.B1.S1 Encourage students to complete 4 years of high school; schedule meetings with parents, students, teachers to address students at risk of not meeting graduation requirements

Action Step 1

Conduct parent meetings to inform parents of the graduation requirements and the available resources to assure that students receive the proper support.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting Reports

Action Step 2

Provide counseling support services for students exhibiting behaviors that may lead to dropping out/

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Case Management Forms

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

Monitor quarterly grade reports.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Progress Reports / Report Cards

Plan to Monitor Effectiveness of G12.B1.S1

Monitor quarterly grade reports.

Person or Persons Responsible

Student Services / Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Progress Reports / Report Cards

G13. PARENTAL INVOLVEMENT - Our goal for the 2013-2014 school year is to increase parental involvement as the school expands the Parent Teacher Student Association (PTSA).

G13.B1 ISPA is a district wide magnet high school where students attend from around the county and do not live in close proximity to the school.

G13.B1.S1 Meeting times will alternate in the mornings and afternoons to attract more parents to assist school events and meetings.

Action Step 1

Distribute and collect evaluation forms from school activities/functions.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Rosters and Sign-In Sheets

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

Distribute and collect evaluation forms from school activities/functions.

Person or Persons Responsible

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in Sheets / Rosters

Plan to Monitor Effectiveness of G13.B1.S1

Distribute and collect evaluation forms from school events/activities.

Person or Persons Responsible

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In Sheets / Rosters

G13.B1.S2 Use communication tools such as email, newsletters, calendars, informational flyers and Connect Ed. to communicate school information to parents.

Action Step 1

Marketing Materials

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Informational Flyers, Pamphlets, Pencils, etc.

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Marketing Materials

Person or Persons Responsible

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Target Dates or Schedule

Quarterly

Evidence of Completion

Informational Flyers, Informational Brochures, etc.

Plan to Monitor Effectiveness of G13.B1.S2

Distribute and collect evaluation forms from school events/activities.

Person or Persons Responsible

The administrative team and instructional staff will be encouraged to attend meetings and join the school's PTSA.

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In Sheets / Rosters

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

ISPA will implement strategies provided by administrators, student services and faculty. Student services will maintain a record of interviews and questionnaires regarding student postsecondary plans. In addition, ISPA will maintain a collaborative relationship with state and national colleges, universities and vocational programs. ISPA will facilitate students with current and accurate information through the post-graduation transition process.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to at least 85%.

G1.B5 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 91% of students in the lowest 25% made learning gains. The area of deficiency for students in the lowest 25% making learning gains Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.

G1.B5.S1 Provide increased opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

PD Opportunity 1

Common Core Strategies in Language Arts

Facilitator

Teacher / Curriculum Support

Participants

Teachers will participate in Professional Development on Common Core Strategies in Language Arts.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site-generated assessments and District Interim Assessments.

G3. WRITING - Results of the 2013 FCAT 2.0 Writing Exam indicate that 96% of Grade 10 students scored at level 3.5 or above. Our goal for the 2013-2014 school year is to maintain the number of students scoring at achievement Levels 3.5 or above.

G3.B1 As noted on the 2013 FCAT Writing 2.0 administration, student performance data indicates that 96% of students scored 3.5 and above. The area of deficiency was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Provide increased opportunities for students to use the writing process, revising/editing charts, teacher conferring and peer editing strategies in order to express ideas and critical analysis.

PD Opportunity 1

Common Core Writing Across the Curriculum

Facilitator

Teacher / Curriculum Support

Participants

Teachers will participate in Professional Development on Common Core Writing Across the Curriculum.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples

G6. ALGEBRA EOC: Results of the 2013 Algebra EOC indicate that 71% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 3 percentage points to 74%.

G6.B1 As noted on the 2013 Algebra EOC, student performance data indicates that 56% of students scored Achievement Level 3. The area of deficiency was Reporting Category 3: Rationals, Radicals, Quadratics, & Discrete Mathematics.

G6.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of quadratic functions, algebraic proportions and set operations.

PD Opportunity 1

Mathematical Practices of the Common Core State Standards

Facilitator

Teachers / Curriculum Support

Participants

Mathematics teachers will participate in Professional Development in the Mathematical Practices of the Common Core State Standards.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

G8. BIOLOGY EOC: Results of the 2013 Biology EOC indicate that 86% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is increase the number of students scoring at level 3 or higher by 2 percentage points to 88%.

G8.B1 As noted on the 2013 Biology EOC Assessment, student performance data indicates that 45% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Molecular and Cellular Biology.

G8.B1.S1 Provide increased opportunities for students to participate in inquiry-based, hands-on, laboratory activities that allow students to make connections to real-life experiences.

PD Opportunity 1

Common Core State Standards for Science

Facilitator

Curriculum Support

Participants

Science teachers will participate in Professional Development in the Common Core State Standards for Science.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

G10. SOCIAL STUDIES - The goal for the 2013-2014 school year is to increase the number of students meeting proficiency on the U.S. History EOC.

G10.B1 As noted on the 2013 U.S. History Baseline Assessment, students who scored in the middle third had most difficulty with Reporting Category 1: Late Nineteenth and Early Twentieth Centuries (1860-1910).

G10.B1.S1 Provide opportunities for students to analyze and understand their own performance data from Interim Assessments to maximize understanding of content strengths and areas in need of performance.

PD Opportunity 1

Common Core State strategies for Literacy, Writing, and Speaking, through U.S. History content.

Facilitator

Curriculum Support

Participants

Social Studies teachers will participate in Professional Development in Common Core State strategies for Literacy, Writing, and Speaking, through U.S. History content.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to atleast 85%.	\$2,129
G4.	MATHEMATICS: Results of the 2013 Mathematics 2.0 Test indicate that 89% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is maintain the number of students scoring at level 3 or higher to atleast 89%.	\$2,129
Total		\$4,258

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
EESAC	\$629	\$0	\$629
Magnet Funds	\$0	\$3,000	\$3,000
EESAC Funds	\$629	\$0	\$629
Total	\$1,258	\$3,000	\$4,258

Budget Details

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

G1. READING - Results of the 2013 FCAT 2.0 Reading Test indicate that 85% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is to maintain the number of students scoring at Level 3 or higher to at least 85%.

G1.B2 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 25% of students scored Achievement Level 3. The area of deficiency was Reporting Category 1: Vocabulary due to non-proficiency in context clues, word relationships, analyzing words, and multiple-meaning words.

G1.B2.S1 Provide increased opportunities for instruction in different levels of content-specific words (shades of meaning) using an anthology set of novels.

Action Step 1

Common Core Strategies in Language Arts

Resource Type

Evidence-Based Materials

Resource

Supplemental Materials - Anthology Set of Novels

Funding Source

EESAC

Amount Needed

\$629

G1.B5 As noted on the 2013 FCAT 2.0 Reading Test, student performance data indicates that 91% of students in the lowest 25% made learning gains. The area of deficiency for students in the lowest 25% making learning gains Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose.

G1.B5.S1 Provide increased opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Common Core Strategies in Language Arts

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Magnet Funds

Amount Needed

\$1,500

G4. MATHEMATICS: Results of the 2013 Mathematics 2.0 Test indicate that 89% of students scored at Achievement Level 3 or higher. Our goal for the 2013-2014 school year is maintain the number of students scoring at level 3 or higher to atleast 89%.

G4.B1 As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 79% of students made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.

G4.B1.S1 Provide increased opportunities for students to participate in activities and remediation class within and/or outside of the school day.

Action Step 1

Mathematical Practices of the Common Core State Standards

Resource Type

Evidence-Based Program

Resource

Tutoring Incentives

Funding Source

Magnet Funds

Amount Needed

\$1,500

G4.B2 As noted on the 2013 FCAT 2.0 Mathematics Test, student performance data indicates that 49% of students in the lowest 25% made learning gains. Students making learning gains have fewer opportunities to practice Algebraic and Geometric content outside of the school day.

G4.B2.S1 Provide increased opportunities for students to determine whether two propositions are logically equivalent in mathematical or real-world contexts.

Action Step 1

Mathematical Practices of the Common Core State Standards

Resource Type

Evidence-Based Materials

Resource

Supplemental Materials - Mathematics Workbooks

Funding Source

EESAC Funds

Amount Needed

\$629