2013-2014 SCHOOL IMPROVEMENT PLAN

Sports Leadership Of Miami Charter High School

604 NW 12 AVE
Miami, FL 33136
305-326-0003

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	95%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Sports Leadership Of Miami Charter High

Principal
Alejandro Tamargo

School Advisory Council chair
Alejandro Tamargo

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

Name	Title
Alejandro Tamargo	Principal
Rey Breto	Assistant Principal/Gradebook Manager
Ana Rodriguez	ESE Coordinator
Ariana Lozano	ELL Coordinator
Irv Greenberg	Guidance Counselor
Maria Reyes	Math Department Chair
Ruth Valdes	Language Arts Department Chair

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 Tamargo (Principal), Armando Delgado (Teacher), Lorena Carrasco (Parent), Megan Ponce (Student), Millie Sanchez (Business/Community Representative)

Involvement of the SAC in the development of the SIP

Review budget, Title 1 documentation, SIP and school data; Vote on programs used to enhance education at the school.

Activities of the SAC for the upcoming school year

Quarterly meetings to review the above stated items.

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

Reading and Math Programs, Textbooks and other research based text. Budget is $5 per student (280) totaling $1,400.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alejandro Tamargo		
Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	BA- English Literature with a Minor in Secondary Education; MS-Educational Leadership
Performance Record	2013: School Grade X High Standards Rdg. 32 High Standards Math X Lrng Gains-Rdg. 65 Lrng Gains-Math X Gains-Rdg-25% 83 Gains-Math-25% X 2012: School Grade A High Standards Rdg. 39 High Standards Math 79 Lrng Gains-Rdg. 57 Lrng Gains-Math 81 Gains-Rdg-25% 59 Gains-Math-25% 83 2011: School Grade B High Standards Rdg. 36 High Standards Math 67 Lrng Gains-Rdg. 44 Lrng Gains-Math- 72 Gains Rdg-25% 40 Gains Math-25% 53 2010: School Grade C High Standards Rdg. 31 High Standards Math 63 Lrng Gains-Rdg. 54 Lrng Gains-Math 71 Gains-Rdg-25% 53 Gains-Math-25% 63 2009: School Grade B High Standards Rdg. 60 High Standards Math 79 Lrng Gains-Rdg. 64 Lrng Gains-Math 76 Gains-Rdg-25% 58 Gains-Math-25% 68

Rey Breto		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	BS- Economics & Finance MS- Educational Leadership
Performance Record	2013: School Grade X High Standards Rdg. – 32 High Standards Math – X Lrng Gains-Rdg. – 65 Lrng Gains-Math – X Gains-Rdg-25% - 83 Gains –Math-25% - X 2012: School Grade A High Standards Rdg. – 39 High Standards Math – 79 Lrng Gains-Rdg. – 57 Lrng Gains-Math – 81 Gains-Rdg-25% - 59 Gains –Math-25% - 83 2011: School Grade B High Standards Rdg. – 40 High Standards Math – 75 Lrng Gains-Rdg. – 52 Lrng Gains-Math – 81 Gains-Rdg-25% - 43 Gains –Math-25% - 79 2010: School Grade B High Standards Rdg. – 37 High Standards Math – 73 Lrng Gains-Rdg. – 51 Lrng Gains-Math – 78 Gains-Rdg-25% - 57 Gains –Math-25% - 79 2009: School Grade B High Standards Rdg. – 42 High Standards Math – 76 Lrng Gains-Rdg. – 54 Lrng Gains-Math – 84 Gains-Rdg-25% - 48 Gains –Math-25% - 82

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ariana Lozano		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS- Exercise & Sports Sciences MS- International Business ME- Educational Leadership (In Progress) Certified: Biology 6-12, Spanish K-12, Marketing Education, Business Education. Endorsements: Reading K-12, ESOL	
Performance Record	2013: School Grade X High Standards Rdg: 40% High Standards Math: 69% Lrng Gains-Rdg: X Lrng Gains-Math: X Gains-Rdg-25%: 36% Gains-Math-25%: 63% 2012: School Grade C High Standards Rdg: 46% High Standards Math: 48% Lrng Gains-Rdg: X Lrng Gains-Math: X Gains-Rdg-25%: 59% Gains-Math-25%: 32% 2011: School Grade B High Standards Rdg: 43% High Standards Math: 70% Lrng Gains-Rdg: 46% Lrng Gains-Math: 73% Gains Rdg-25%: 40% Gains Math-25%: 66% 2010: School Grade B High Standards Rdg: 43% High Standards Math: 72% Lrng Gains-Rdg: 48% Lrng Gains-Math: 72% Gains-Rdg-25%: 45% Gains-Math-25%: 58% 2009: School Grade B High Standards Rdg: 71% High Standards Math: 94% Lrng Gains-Rdg: 62% Lrng Gains-Math: 83% Gains-Rdg-25%: 48% Gains-Math-25%: 83%	

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
6, 18%

 # reading endorsed
3, 9%

 # with advanced degrees
14, 42%

 # National Board Certified
0, 0%

 # first-year teachers
8, 24%

 # with 1-5 years of experience
17, 52%

 # with 6-14 years of experience
6, 18%

 # with 15 or more years of experience
2, 6%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

1. Compensation and benefits equal to that of traditional public schools.
2. Soliciting referrals from current employees.
3. Soliciting referrals from administrative colleagues.
4. Provide individualized support for all teachers.
5. Attend job fairs at local colleges and universities.

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

1. Tracy Mohr/Stanley Yanowitz
2. Lazaro Abreu/Ariana Lozano

Rationale for pairings: Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials and methods that support high standards in the curriculum areas.
Planned Mentoring Activities: Weekly meetings and classroom observations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI
process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress
monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common
assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or
behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures

and
progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
1. RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level,
subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific
problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• Member of advisory group
3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are
allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to
and in alignment with effective core instruction and behavioral supports to groups of targeted students who
need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions

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

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

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

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

The district professional development and support will include:
1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and
Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.
Based upon the information from http://www.floridarti.
org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a
MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from

the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 37,800

After school program from 2:30-6pm which includes the following:
1. study/homework time
2. computer lab time for homework and research
3. free tutoring by NHS students
4. physical activity time in the courtyard
Teachers will participate in professional development that enhances facilitation of intsructional technology such as Edmodo which will allow for participation/communication between teachers and students outside of regular class hours.
*Saturday school to begin in January.

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?

NHS tutors will keep a daily tutoring log which will be distributed to all teachers on a weekly basis. Teachers will them compare data to determine the effectiveness of the extra help.

Who is responsible for monitoring implementation of this strategy?

After school program will be behaviorly monitored by school staff. They will also monitor the physical activity break. NHS sponsor will assign students on a rotation basis to facilitate tutoring program. Monitoring for technology facilitation will be done by Eric Martinez (teacher/curriculum specialist).

Literacy Leadership Team (LLT)

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

Name	Title
Alex Tamargo	Principal
Ariana Lozano	Reading Coach

Name	Title
Eric Martinez	Teacher
Ana Rodriguez	Special Education Specialist

How the school-based LLT functions

The literacy Leadership Team will meet throughout the school year on a monthly basis to discuss implementation of best practices, instructional strategies, intervention strategies, and development of peer
professional development. The team will also focus on monitoring all of the subgroups to ensure adequate
yearly progress. The data generated via the formative and summative assessments will be used to guide curriculum decisions to improve instruction. The meeting will also focus on the implementation of the Comprehensive Reading Plan throughout all intensive reading classes, standard curriculum classes and ELL
instruction.

Major initiatives of the LLT

The major initiative for the LLT this year will be:
• Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with
reading strategies via differentiated instruction.
• Monitor the fidelity of the delivery of instruction and intervention.
• Develop and implement instructional routines that use complex text and incorporate text dependent questions.
• Develop lessons that provide students with opportunities for research and to incorporate writing throughout.
• Provide levels of support and interventions to students based on data.

Every Teacher Contributes to Reading Instruction

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

1. Teachers provide a word wall specific to his/her content area.
2. All teachers will oversee an 8th period reading period in one of two areas:
- Students that are Level 3 and higher: read for pleasure and increased comprehension.
- Students that are Level 1 & 2: remediation activities using FCAT Coach workbooks.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school offers a wide variety of courses that are aligned with the State's curriculum to ensure a smooth
transition from year to year. All of the courses are interconnected to build on each other as the student moves toward graduation. The school offers opportunities for internships through the 3 school academies (Sports Broadcasting, Sports Marketing/Management, Sports Medicine) and DECA as part of school year and summer partnerships and the OJT program.

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

All of the students at Mater Academy are addressed at a general assembly with regards to the curriculum
bulletin and course selection. The students then meet individually with the counselor to review their selections and teacher recommendations. Students also complete ePEPs on www.facts.org and they are updated to reflect any changes in student programs. All students are encouraged to select course work within the Academy of Finance as well as foreign languages. Students in 10th through 12th grade are scheduled for PSAT, SAT, and ACT examinations as well as CPT exams at Miami-Dade College. Advanced Placement courses are offered in 6 different subject areas.

Strategies for improving student readiness for the public postsecondary level

Every student will receive an individualized password to access the ACT Online Prep Program from home
and/or school. In addition, Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels.
37% of students successfully passed Advanced Placement courses with a score of 3 or higher.
Graduation Rate for 2010-2011 school year was 80.4 (41)%
Students are encouraged to take the more advanced courses to supplement our already rigorous curriculum.
The guidance department at Mater Academy East conducts meeting with students and reviews their individual student histories and standardized test scores to properly recommend the following school year's
course work. Mater Academy East offers dual enrollment courses in conjunction with Miami Dade College.

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		25%		31%
American Indian				
Asian				
Black/African American				
Hispanic		22%		29%
White				
English language learners				
Students with disabilities				
Economically disadvantaged		21%		28%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)		54%	59%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		28%	35%

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.		0%	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		0%	0%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		50%		54%
American Indian				
Asian				
Black/African American				
Hispanic		50%		54%
White				
English language learners				
Students with disabilities				
Economically disadvantaged		48%		52%

Learning Gains

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

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	49%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	2%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	60%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	26%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	8%	7%
Students in ninth grade with one or more absences within the first 20 days	4	31%	25%
Students in ninth grade who fail two or more courses in any subject	4	29%	28%
Students with grade point average less than 2.0	9	38%	37%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	4%	3%

Goals Summary

G1. Our goal for 2013-2014 is to have at least 20% student participation in honors and advanced courses related to Math and Science.

G2. The number of students who miss 10% or more instructional time will decrease by 1 percentage point.

G3. The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%.

G4. The number of students in 9th grade with one or more absences within the first 20 days will decrease from 31% to 25%.

G5. The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%.

G6. The results of the 2013 Biology EOC Exam indicate that 25% of students demonstrated a Level 4 or 5 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 1 percentage point to 26%.

G7. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G8. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students in the lowest 25% demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G9. The results of the 2013 Algebra 1 EOC Exam indicate that 45% of students achieved a Level 3 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 49%.

G10. The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%

G11. The results of the 2013 Algebra I EOC Exam indicate that 50% of all students achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%.

G12. The results of the 2013 Algebra 1 EOC Exam indicate that 48% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 54%.

G13. The results of the 2013 Algebra 1 EOC Exam indicate that 50% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 56%.

G14. The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.

G15. Based on District 2012-2013 Data, the percentage of students achieving proficiency in writing was 28%. Our goal for the 2013-2014 school year is for 35% of our students to achieve proficiency.

G16. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency.

G17. The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.

G18. The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.

G19. The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.

G20. The results of the 2013 FCAT Reading Assessment indicate that 22% of all students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 29%.

G21. The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%.

G22. The results of the 2013 FCAT Reading Test indicate that 54% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

G23. The results of the 2013 FCAT Reading Test indicate that 54% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

G24. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA oral skills (listening and speaking) was 51%. Our goal for the 2013-2014 school year is for 56% of our students to achieve proficiency.

Goals Detail

G1. Our goal for 2013-2014 is to have at least 20% student participation in honors and advanced courses related to Math and Science.

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal
- Guidance Counselor
- SECME Club

Targeted Barriers to Achieving the Goal
- Our goal for 2013-2014 is to have at least 20% student participation in honors and advanced courses related to Math and Science. Student apprehension to enroll in advanced and honors courses related to Math and Science may be a barrier.

Plan to Monitor Progress Toward the Goal

Progress monitoring meetings

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
SUMMATIVE: Projects completed as a club, such as Fairchild Tropical Garden Challenge Algebra I EOC Exam, and Biology EOC Exam.

G2. The number of students who miss 10% or more instructional time will decrease by 1 percentage point.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Incentive program
- Guidance Counselor

Targeted Barriers to Achieving the Goal
- The number of students who miss 10% or more instructional time will decrease by 1 percentage point. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

Plan to Monitor Progress Toward the Goal

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Daily & Weekly

Evidence of Completion:
Attendance bulletins; Tardy Logs

G3. The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Code of Student Conduct
- Guidance Counselor
- MTSS/RtI Leadership Team

Targeted Barriers to Achieving the Goal
- The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%. The students and parents are unfamiliar with the Code of Student Conduct in relation to consequences associated with misbehavior. Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior.

Plan to Monitor Progress Toward the Goal

Review of suspension rates monthly.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Suspension Reports

G4. The number of students in 9th grade with one or more absences within the first 20 days will decrease from 31% to 25%.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Incentive program
- Guidance Counselor

Targeted Barriers to Achieving the Goal
- The number of students in 9th grade with one or more absences within the first 20 days will decrease from 31% to 25%. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

Plan to Monitor Progress Toward the Goal

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Daily & Weekly

Evidence of Completion:
Attendance bulletins; Tardy Logs

G5. The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Hands-on, inquiry based laboratory activities.

Targeted Barriers to Achieving the Goal
- The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%. The area of deficiency as noted was in Life Sciences. Students have difficulties with creative and critical thinking skills.
- Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
Curriculum Specialist/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments; Summative: 2014 Biology EOC Exam

G6. The results of the 2013 Biology EOC Exam indicate that 25% of students demonstrated a Level 4 or 5 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 1 percentage point to 26%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Incorporate inquiry based virtual science experiments.

Targeted Barriers to Achieving the Goal
- The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%. The area of deficiency as noted was in the Nature of Science. Students have difficulties with inquiry based virtual experimentation.

- Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
Curriculum Specialist/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments; Summative: 2014 Biology EOC Exam

G7. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

Targets Supported

Resources Available to Support the Goal

- Spring Board Math Program

- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G8. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students in the lowest 25% demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

Targets Supported

Resources Available to Support the Goal

- Spring Board Math Program

- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

> ### Person or Persons Responsible
> MTSS/RtI Leadership Team
>
> ### Target Dates or Schedule:
> Monthly
>
> ### Evidence of Completion:
> Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G9. The results of the 2013 Algebra 1 EOC Exam indicate that 45% of students achieved a Level 3 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 49%.

> ### Targets Supported
> - Algebra 1 EOC
>
> ### Resources Available to Support the Goal
> - Spring Board Math Program
> - Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.
>
> ### Targeted Barriers to Achieving the Goal
> - The results of the 2013 Algebra 1 EOC Exam indicate that 45% of students achieved a Level 3 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 49%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.
> - Students show a deficiency in Functions, Linear Equations, and Inequalities.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

> ### Person or Persons Responsible
> MTSS/RtI Leadership Team
>
> ### Target Dates or Schedule:
> Monthly
>
> ### Evidence of Completion:
> Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G10. The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Spring Board Math Program

- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

- Students show a deficiency in Functions, Linear Equations, and Inequalities.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G11. The results of the 2013 Algebra I EOC Exam indicate that 50% of all students achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%.

Targets Supported

Resources Available to Support the Goal

- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal

- The results of the 2013 Algebra I EOC Exam indicate that 50% of all students achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G12. The results of the 2013 Algebra 1 EOC Exam indicate that 48% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 54%.

Targets Supported

Resources Available to Support the Goal
- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal
- The results of the 2013 Algebra I EOC Exam indicate that 48% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 54%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G13. The results of the 2013 Algebra 1 EOC Exam indicate that 50% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 56%.

Targets Supported

Resources Available to Support the Goal
- Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Targeted Barriers to Achieving the Goal
- The results of the 2013 Algebra I EOC Exam indicate that 50% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G14. The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Sample score papers to review for content focus, organization and word choice.
- FCAT Writing Rubrics

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 Writing FCAT.

Plan to Monitor Progress Toward the Goal

Monitor student writing samples; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G15. Based on District 2012-2013 Data, the percentage of students achieving proficiency in writing was 28%. Our goal for the 2013-2014 school year is for 35% of our students to achieve proficiency.

Targets Supported

Resources Available to Support the Goal
- Students will be provided Rubrics for Writing Prompts.

Targeted Barriers to Achieving the Goal
- Based on District 2012-2013 Data, the percentage of students achieving proficiency in writing was 28%. Our goal for the 2013-2014 school year is for 35% of our students to achieve proficiency. Students do not understand the requirements of the writing task.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT Writing Assessment; 2014 CELLA Writing Assessment

G16. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency.

Targets Supported

Resources Available to Support the Goal
- Provide Meaningful Language Practice

Targeted Barriers to Achieving the Goal
- Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency. Students need additional opportunities to increase their English language proficiency.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G17. The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.

Targets Supported

Resources Available to Support the Goal

- Teachers will emphasize instruction to help students build stronger arguments.

- Teachers will emphasize instruction to help students locate and verify details.

- Teachers will emphasize instruction to help students analyze and synthesize details.

- Teachers will emphasize instruction to help students draw accurate conclusions.

- FCAT Coach workbooks

- FCAT/Reading Coach materials

- Reading Plus

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated limited understanding in Reporting Category 4, Informational Text/Research Process.

- The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated a deficiency in Reporting Category 1, Vocabulary, and comprehension skills needed to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim & Benchmark Assessments

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim & Benchmark Assessments Summative: 2014 Reading FCAT Assessment

G18. The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.

Targets Supported

Resources Available to Support the Goal
- Teachers will emphasize instruction to help students build stronger arguments.
- Teachers will emphasize instruction to help students locate and verify details.
- Teachers will emphasize instruction to help students analyze text and synthesize details.
- Teachers will emphasize instruction to help students to draw correct conclusions.
- Graphic organizers

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 FCAT Reading Assessment was Reporting Category 4, Informational Text/Research Process. The students have trouble finding support for their arguments.

Plan to Monitor Progress Toward the Goal

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark assessments; Summative: 2014 FCAT Assessment

G19. The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.

Targets Supported

Resources Available to Support the Goal
- Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Targeted Barriers to Achieving the Goal
- Th results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim and Benchmark Assessments. Summative: 2014 FCAT Reading Assessment

G20. The results of the 2013 FCAT Reading Assessment indicate that 22% of all students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 29%.

Targets Supported

Resources Available to Support the Goal
- Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Reading Assessment indicate that 22% of all students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 29%. As noted, the Hispanic subgroup did not make AYP. Students lack the necessary vocabulary to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark Assessments to evaluate improvement in vocabulary

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G21. The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%.

Targets Supported

Resources Available to Support the Goal
- Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%. As noted, the Economically Disadvantaged subgroup did not make AYP. Students lack the necessary vocabulary to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark Assessments to evaluate improvement in vocabulary

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G22. The results of the 2013 FCAT Reading Test indicate that 54% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

Targets Supported

Resources Available to Support the Goal
- Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Reading Test indicate that 54% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%. Students lack the necessary vocabulary to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G23. The results of the 2013 FCAT Reading Test indicate that 54% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

Targets Supported

Resources Available to Support the Goal
- Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout programs.

Targeted Barriers to Achieving the Goal
- The results of the 2013 FCAT Reading Test indicate that 54% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%. Students lack the necessary vocabulary to understand grade level text.

Plan to Monitor Progress Toward the Goal

Interim & Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Formative: Interim & Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G24. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA oral skills (listening and speaking) was 51%. Our goal for the 2013-2014 school year is for 56% of our students to achieve proficiency.

Targets Supported

Resources Available to Support the Goal

- Students are exposed to rich and meaningful language to work with a variety of materials.

- Students should have experience with different written and spoken styles.

Targeted Barriers to Achieving the Goal

- Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA oral skills (listening and speaking) was 51%. Our goal for the 2013-2014 school year is for 56% of our students to achieve proficiency. Students learn best when the language they hear and read is just beyond their current abilities in the language.

Plan to Monitor Progress Toward the Goal

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Assessment of Oral Skills

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal for 2013-2014 is to have at least 20% student participation in honors and advanced courses related to Math and Science.

G1.B1 Our goal for 2013-2014 is to have at least 20% student participation in honors and advanced courses related to Math and Science. Student apprehension to enroll in advanced and honors courses related to Math and Science may be a barrier.

G1.B1.S1 Math Club and After-School Science Tutorials will engage students interest in the areas of Math and Science and promote active participation in these areas.

Action Step 1

Math Club and After-School Science Tutorials will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge; monthly meetings and other projects that present themselves; progress monitor

Person or Persons Responsible

Math Club Sponsor & Science Tutors

Target Dates or Schedule

Monthly or As Needed

Evidence of Completion

SUMMATIVE: Projects completed as a club, such as Fairchild Tropical Garden Challenge, Math Competitions, Algebra I EOC Exam, and Biology EOC Exam.

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

Progress monitoring meetings between Math Club Sponsor, Science Tutors, and teachers

Person or Persons Responsible

Math Club Sponsor & Science Tutors

Target Dates or Schedule

Monthly

Evidence of Completion

SUMMATIVE: Projects completed as a club, such as Fairchild Tropical Garden Challenge, Math Competitions, Algebra I EOC Exam, and Biology EOC Exam.

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitoring meetings

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

SUMMATIVE: Projects completed as a club, such as Fairchild Tropical Garden Challenge, Math Competitions, Algebra I EOC Exam, and Biology EOC Exam.

G2. The number of students who miss 10% or more instructional time will decrease by 1 percentage point.

G2.B1 The number of students who miss 10% or more instructional time will decrease by 1 percentage point. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

G2.B1.S1 Identify and refer students who may be developing a pattern of non-attendance.

Action Step 1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

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

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

Plan to Monitor Effectiveness of G2.B1.S1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

G3. The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%.

G3.B1 The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%. The students and parents are unfamiliar with the Code of Student Conduct in relation to consequences associated with misbehavior. Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior.

G3.B1.S1 Code of Conduct will be reviewed at Orientation with parents and again during the first week of school with students.

Action Step 1

The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records.

Person or Persons Responsible

Teachers

Target Dates or Schedule

First week of school

Evidence of Completion

Student/Parent Contracts

Facilitator:

Principal

Participants:

All teachers

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

Collected student/parent contracts.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

1st two weeks of school

Evidence of Completion

Student/Parent Contracts

Plan to Monitor Effectiveness of G3.B1.S1

Review of suspension rates monthly.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension Reports

G4. The number of students in 9th grade with one or more absences within the first 20 days will decrease from 31% to 25%.

G4.B1 The number of students in 9th grade with one or more absences within the first 20 days will decrease from 31% to 25%. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

G4.B1.S1 Identify and refer students who may be developing a pattern of non-attendance.

Action Step 1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

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

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

Plan to Monitor Effectiveness of G4.B1.S1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Daily & Weekly

Evidence of Completion

Attendance bulletins; Tardy Logs

G5. The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%.

G5.B1 The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%. The area of deficiency as noted was in Life Sciences. Students have difficulties with creative and critical thinking skills.

G5.B1.S1 Students will be provided opportunities to foster creativity and critical thinking through cross curricular integration of skills.

Action Step 1

Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and labs

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

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Observations; Interim & Benchmark Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Summative: 2014 Biology EOC Exam

G5.B2 Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology.

G5.B2.S1 Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology. Students will participate in hands-on projects and use audio-visuals to increase understanding.

Action Step 1

Students will participate in hands-on projects and use audio-visuals to increase understanding.

Person or Persons Responsible

Biology Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly monitoring of lesson plans along with classroom walk-throughs.

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

Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Curriculum Specialist and/or Department Head

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly walk-throughs; Benchmark Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Curriculum Specialist/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark Assessments; Summative: 2014 Biology EOC Exam

G6. The results of the 2013 Biology EOC Exam indicate that 25% of students demonstrated a Level 4 or 5 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 1 percentage point to 26%.

G6.B1 The results of the 2013 Biology EOC Exam indicate that 58% of students demonstrated a Level 3 proficiency. Our goal for the 2014 Biology EOC Exam is to increase by 2 percentage points to 60%. The area of deficiency as noted was in the Nature of Science. Students have difficulties with inquiry based virtual experimentation.

G6.B1.S1 Students will be provided opportunities to participate in inquiry based virtual science experiments.

Action Step 1

Students will design virtual experiments using the process of science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans

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

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Observations; Interim & Benchmark Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Interim and Benchmark assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Summative: 2014 Biology EOC Exam

G6.B2 Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology.

G6.B2.S1 Based on Winter Interim Assessment Data, students show a deficiency in Molecular and Cellular Biology. Students will participate in hands-on projects and use audio-visuals to increase understanding.

Action Step 1

Students will participate in hands-on projects and use audio-visuals to increase understanding.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly monitoring of lesson plans along with classroom walk-throughs.

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

Benchmark Assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Curriculum Specialist and/or Department Head

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly walk-throughs; Benchmark Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Benchmark Assessments; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Curriculum Specialist/RtI LeadershipTeam

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Benchmark Assessments; Summative: 2014 Biology EOC Exam

G7. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G7.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G7.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

Facilitator:

Spring Board certified teacher

Participants:

All Math Teachers

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

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G8. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students in the lowest 25% demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G8.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G8.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

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

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Review data and adjust curriculum after each Interim and Benchmark Assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G9. The results of the 2013 Algebra 1 EOC Exam indicate that 45% of students achieved a Level 3 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 49%.

G9.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 45% of students achieved a Level 3 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 49%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G9.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

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

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G9.B2 Students show a deficiency in Functions, Linear Equations, and Inequalities.

G9.B2.S1 Students will be provided with additional opportunities through Functions, Linear Equations, and Inequalities.

Action Step 1

Additional practice with Functions, Linear Equations, and Inequalities through SpringBoard.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; walk-through observations.

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

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G9.B2.S1

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G10. The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%

G10.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G10.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

Facilitator:

Spring Board Certified Teacher

Participants:

All Math Teachers

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

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Review data and adjust curriculum after each Interim or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments; Summative: 2014 Algebra 1 EOC Exam

G10.B2 Students show a deficiency in Functions, Linear Equations, and Inequalities.

G10.B2.S1 Students will be provided additional opportunities to practice Functions, Linear Equations, and Inequalities.

Action Step 1

Additional practice with functions, linear equations, and inequalities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; walk-through observations.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

G11. The results of the 2013 Algebra I EOC Exam indicate that 50% of all students achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%.

G11.B1 The results of the 2013 Algebra I EOC Exam indicate that 50% of all students achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G11.B1.S1 Students will be provided additional opportunities to practice using quadratic equations to solve real-world problems.

Action Step 1

Practice using quadratic equations to solve real-world problems and other algebraic skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments

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

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Walk-through Observations

Plan to Monitor Effectiveness of G11.B1.S1

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G12. The results of the 2013 Algebra 1 EOC Exam indicate that 48% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 54%.

G12.B1 The results of the 2013 Algebra I EOC Exam indicate that 48% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 54%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G12.B1.S1 Students will be provided additional opportunities to practice using quadratic equations to solve real-world problems.

Action Step 1

Practice using quadratic equations to solve real-world problems and other algebraic skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments

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

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Walk-through Observations

Plan to Monitor Effectiveness of G12.B1.S1

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G13. The results of the 2013 Algebra 1 EOC Exam indicate that 50% of the students in the Hispanic subgroup achieved proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase proficiency by 6 percentage points to 56%.

G13.B1 The results of the 2013 Algebra I EOC Exam indicate that 50% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 56%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G13.B1.S1 Students will be provided additional opportunities to practice using quadratic equations to solve real-world problems.

Action Step 1

Practice using quadratic equations to solve real-world problems and other algebraic skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments

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

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Walk-through Observations

Plan to Monitor Effectiveness of G13.B1.S1

Review data and adjust curriculum after each Interim and/or Benchmark assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments; Summative: 2014 Algebra EOC Assessment

G14. The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.

G14.B1 The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 Writing FCAT.

G14.B1.S1 Students will be provided additional opportunities to practice writing skills.

Action Step 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples; Walk-through observations.

Facilitator:

English Department Head

Participants:

English Teachers

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Monitor student writing samples through rubrics; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples; Walk-Through Observations

Plan to Monitor Effectiveness of G14.B1.S1

Monitor student writing samples; Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Student writing samples; Summative: 2014 FCAT Writing Assessment

G15. Based on District 2012-2013 Data, the percentage of students achieving proficiency in writing was 28%. Our goal for the 2013-2014 school year is for 35% of our students to achieve proficiency.

G15.B1 Based on District 2012-2013 Data, the percentage of students achieving proficiency in writing was 28%. Our goal for the 2013-2014 school year is for 35% of our students to achieve proficiency. Students do not understand the requirements of the writing task.

G15.B1.S1 Provide students with opportunities to use Rubrics with Writing Prompts.

Action Step 1

Rubrics with Writing Prompts will provide clear criteria for evaluation of the product/performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans; rubrics

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walk-throughs/observations.

Plan to Monitor Effectiveness of G15.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT Writing Assessment; 2014 CELLA Writing Assessment

G16. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency.

G16.B1 Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency. Students need additional opportunities to increase their English language proficiency.

G16.B1.S1 Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

Action Step 1

Modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Review data monthly and adjust curriculum as needed.

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans; Observation walk throughs

Plan to Monitor Effectiveness of G16.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Reading Assessment

G17. The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.

G17.B1 The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated limited understanding in Reporting Category 4, Informational Text/Research Process.

G17.B1.S1 Students will be provided additional opportunities to practice research process skills and evaluation of informational texts.

Action Step 1

Students will enrich their skills of locating and verifying details, critically analyzing text, and synthesizing details to draw adequate conclusions. Teachers will emphasize instruction to helps students build stronger arguments to support their answers will utilize inquiry, project-based learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring through teacher generated assessments (oral and written)

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Benchmark Assessments

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark Assessments

Plan to Monitor Effectiveness of G17.B1.S1

Benchmark Assessments

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G17.B2 The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated a deficiency in Reporting Category 1, Vocabulary, and comprehension skills needed to understand grade level text.

G17.B2.S1 Students will have additional opportunities to build skills and academic growth in fluency and comprehension.

Action Step 1

Students will build skills and academic growth in the area of fluency and comprehension by using the FCAT Coach materials during, 8th period Reading, Saturday and after school tutorials. Utilize Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated classroom assessments (oral & written); Individual FCAT Coach Workbook progress.

Facilitator:

Reading Coach

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G17.B2.S1

Interim and Benchmark Assessments

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G17.B2.S1

Interim & Benchmark (school generated) Assessments

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim & Benchmark Assessments Summative: 2014 Reading FCAT Assessment

G18. The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.

G18.B1 The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 FCAT Reading Assessment was Reporting Category 4, Informational Text/Research Process. The students have trouble finding support for their arguments.

G18.B1.S1 Students will be provided additional opportunities to support arguments.

Action Step 1

Use specific texts that allow students to practice defining and supporting arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments

Facilitator:

Reading Coach

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark assessments; Walk-through Observations

Plan to Monitor Effectiveness of G18.B1.S1

Ongoing classroom assessments focusing on the use of text features data will be reviewed and curriculum adjusted as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

G19. The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.

G19.B1 Th results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.

G19.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher generated vocabulary mini-assessments.

Facilitator:

Spring Board Certified Facilitator

Participants:

All ELA Teachers

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark assessments

Plan to Monitor Effectiveness of G19.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/Rti Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments. Summative: 2014 FCAT Reading Assessment

G20. The results of the 2013 FCAT Reading Assessment indicate that 22% of all students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 29%.

G20.B1 The results of the 2013 FCAT Reading Assessment indicate that 22% of all students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 29%. As noted, the Hispanic subgroup did not make AYP. Students lack the necessary vocabulary to understand grade level text.

G20.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher generated vocabulary mini-assessments

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G20.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G21. The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%.

G21.B1 The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%. As noted, the Economically Disadvantaged subgroup did not make AYP. Students lack the necessary vocabulary to understand grade level text.

G21.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Teacher generated vocabulary mini-assessments

Facilitator:

Reading Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G21.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G22. The results of the 2013 FCAT Reading Test indicate that 54% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

G22.B1 The results of the 2013 FCAT Reading Test indicate that 54% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%. Students lack the necessary vocabulary to understand grade level text.

G22.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated vocabulary mini-assessments.

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments

Plan to Monitor Effectiveness of G22.B1.S1

Interim and Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim and Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G23. The results of the 2013 FCAT Reading Test indicate that 54% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%.

G23.B1 The results of the 2013 FCAT Reading Test indicate that 54% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 59%. Students lack the necessary vocabulary to understand grade level text.

G23.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated vocabulary mini-assessments.

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Interim & Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments

Plan to Monitor Effectiveness of G23.B1.S1

Interim & Benchmark Assessments to evaluate improvement in vocabulary.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Interim & Benchmark Assessments Summative: 2014 FCAT Reading Assessment

G24. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA oral skills (listening and speaking) was 51%. Our goal for the 2013-2014 school year is for 56% of our students to achieve proficiency.

G24.B1 Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA oral skills (listening and speaking) was 51%. Our goal for the 2013-2014 school year is for 56% of our students to achieve proficiency. Students learn best when the language they hear and read is just beyond their current abilities in the language.

G24.B1.S1 Students will be provided with additional opportunities for Meaningful Language Practice.

Action Step 1

Students are exposed to rich and meaningful language. Students will work with a variety of materials. Students should have experience with different written and spoken styles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans; Observation walk through

Plan to Monitor Fidelity of Implementation of G24.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans; Observation walk through.

Plan to Monitor Effectiveness of G24.B1.S1

Review data monthly and adjust curriculum as needed to ensure the fidelity of instruction as stated in the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment; 2014 CELLA Assessment of Oral Skills

Coordination and Integration

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

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

Title I, Part A:
Sports Leadership and Management Charter High School, in an effort to meet its stakeholder's needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Parental involvement is of the utmost importance at SLAM. One of the school's goals is to help parents become learning facilitators so they may effectively meet the educational needs of their children, as the students in turn, strive to meet the school's high academic standards. One way in which this will be accomplished is by providing parents, in collaboration with the Bilingual Parent Outreach Program, a series of informational workshops on various topics. These workshops will be held in the evenings on a monthly basis. Additionally, parents have access to the school's Parent Resource Center which provides them with an array of resource materials as well as usage of the computer. The City of Miami Police will send officers to SLAM in an attempt to equip students with strategies designed to prevent youth violence and create awareness. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.
Title I, Part C:
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students
are met.
Title I, Part D:
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II:
The District uses supplemental funds for improving basic information as follows:
1. Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions.
2. Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.
Title III:
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
1. Parent outreach activities

2. Professional development on best practices for ESOL and content area teachers
3. Coaching and mentoring for ESOL and content are teachers Reading and supplementary instructional materials.
Title X-Homeless:
All schools are eligible to receive services and will do so upon identification and classification of a student as
homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction:
Several extended learning opportunities exist for the SLAM students. These include but are
not limited to:
1. Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
2. Saturday tutoring offered for 6 weeks prior to testing month
3. FCAT explorer assignments given to address specific learning needs; and targeted student based on each
student's individual learning and baseline assessments
4. After-school tutoring will also be offered to the high school students by the faculty
These opportunities for improvement are available to students in all grades and at all levels of achievement. Opportunities for enrichment are also available for all students at SLAM. The curriculum is developed to allow students opportunities to partake in Honors and Advanced Placement level courses from grades 9-12. Another essential component of the curriculum is the school's affiliation with the DECA Program. This program offers the students an opportunity to engage in the school's challenging curriculum with electives in the areas of business, management, and marketing. These courses are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs:
The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at SLAM High School in an effort to intervene and inform the students about violence prevention.
Nutrition Programs:
SLAM Charter School, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.
1) The school adheres to and implements the nutritional requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statue, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.
Housing Programs;
N/A
Head Start:
N/A
Adult Education:
High School completion courses are available to eligible SLAM High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.
Career and Technical Education:

SLAM Charter High School is affiliated with the DECA. SLAM is committed to implement the DECA Program into its curriculum, especially in theschool's Sports Marketing Academy. Math is a strong point among our student body. This academy will not only better prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to on the job training while in high school. A vast majority of the students at SLAM are on track to become first generation high school graduates. Our goal is to establish a curriculum around the pillars of the DECA so that all students, including those who will be attending colleges or universities for the first time in their family's history, can be exposed to the rigors of education and hands on employment opportunities in the areas of Marketing and Management throughout their high school careers. Cross-curricular components to our master schedule will allow for the students enrolled in the DECA to work as a cohort group and the subject area
teachers to do the same. This will result in strong relationships among the students and teachers who will be uniting their subject areas with the vision and mission of the DECA program to ensure its success. By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 to 4 years post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Job Training:
N/A
Other:
• Involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
• Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
• Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
• Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as
applicable.
• Additional academic and support services will be provided to students and families of the Migrant population as applicable.
• School Improve Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

G3. The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%.

G3.B1 The percentage of students that receive one or more behavior referrals that lead to suspension will decrease from 4% to 3%. The students and parents are unfamiliar with the Code of Student Conduct in relation to consequences associated with misbehavior. Students are unfamiliar with the effects of suspension and consider them in modifying their negative behavior.

G3.B1.S1 Code of Conduct will be reviewed at Orientation with parents and again during the first week of school with students.

PD Opportunity 1

The Code of Student Conduct will be read and discussed through the social studies classes. A school-wide effort will be made to raise awareness of the negative impacts suspensions have on academics as well as the students' records.

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

First week of school

Evidence of Completion

Student/Parent Contracts

G7. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G7.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G7.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

PD Opportunity 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Facilitator

Spring Board certified teacher

Participants

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

G10. The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%

G10.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G10.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

PD Opportunity 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Facilitator

Spring Board Certified Teacher

Participants

All Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson plans and assessments; Walk-through Observations

G14. The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.

G14.B1 The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 Writing FCAT.

G14.B1.S1 Students will be provided additional opportunities to practice writing skills.

PD Opportunity 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Facilitator

English Department Head

Participants

English Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student writing samples; Walk-through observations.

G17. The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.

G17.B2 The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated a deficiency in Reporting Category 1, Vocabulary, and comprehension skills needed to understand grade level text.

G17.B2.S1 Students will have additional opportunities to build skills and academic growth in fluency and comprehension.

PD Opportunity 1

Students will build skills and academic growth in the area of fluency and comprehension by using the FCAT Coach materials during, 8th period Reading, Saturday and after school tutorials. Utilize Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated classroom assessments (oral & written); Individual FCAT Coach Workbook progress.

G18. The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.

G18.B1 The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 FCAT Reading Assessment was Reporting Category 4, Informational Text/Research Process. The students have trouble finding support for their arguments.

G18.B1.S1 Students will be provided additional opportunities to support arguments.

PD Opportunity 1

Use specific texts that allow students to practice defining and supporting arguments.

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments

G19. The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.

G19.B1 Th results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.

G19.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

PD Opportunity 1

Mini-assessments in vocabulary

Facilitator

Spring Board Certified Facilitator

Participants

All ELA Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher generated vocabulary mini-assessments.

G21. The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%.

G21.B1 The results of the 2013 FCAT Reading Assessment indicate that 21% of all students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency 7 percentage points to 28%. As noted, the Economically Disadvantaged subgroup did not make AYP. Students lack the necessary vocabulary to understand grade level text.

G21.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

PD Opportunity 1

Mini-assessments in vocabulary

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher generated vocabulary mini-assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The number of students who miss 10% or more instructional time will decrease by 1 percentage point.	$1,500
G7.	The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.	$1,500
G10.	The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%	$1,500
G14.	The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.	$1,000
G16.	Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency.	$2,450
G17.	The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.	$1,250
G18.	The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.	$1,000
G19.	The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.	$5,600
	Total	$15,800

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Evidence-Based Materials	Total
FEFP	$1,500	$10,600	$2,450	$14,550
Title 1 EESAC Funds	$0	$0	$1,250	$1,250
Total	$1,500	$10,600	$3,700	$15,800

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

G2. The number of students who miss 10% or more instructional time will decrease by 1 percentage point.

G2.B1 The number of students who miss 10% or more instructional time will decrease by 1 percentage point. Students' attendance is affected by economic situation at home as parents may lack the time to transport the students to school.

G2.B1.S1 Identify and refer students who may be developing a pattern of non-attendance.

Action Step 1

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin, tardy logs, and during faculty meetings.

Resource Type

Technology

Resource

JB Scheduler Tardy Program

Funding Source

FEFP

Amount Needed

$1,500

G7. The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%.

G7.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 65% of students demonstrated overall learning gains. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 4 percentage points to 69%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G7.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Resource Type

Evidence-Based Program

Resource

Spring Board Math Program

Funding Source

FEFP

Amount Needed

$1,500

G10. The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%

G10.B1 The results of the 2013 Algebra 1 EOC Exam indicate that 0% of students achieved a Level 4 or 5 proficiency. Our goal for the 2014 Algebra 1 EOC Exam is to increase by 2 percentage points to 2%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam was Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack understanding rationals, radicals, and quadratics.

G10.B1.S1 Students will be provided additional opportunities to practice rationals, radicals, and quadratics.

Action Step 1

Additional practice with rationals, radicals and quadratics through Spring Board.

Resource Type

Evidence-Based Program

Resource

Spring Board Math Program

Funding Source

FEFP

Amount Needed

$1,500

G14. The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%.

G14.B1 The results of the 2013 FCAT Writing Assessment indicate that 64% of students achieved proficiency. Our goal for the 2014 FCAT Writing Assessment is to increase student proficiency by 4 percentage points to 68%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 Writing FCAT.

G14.B1.S1 Students will be provided additional opportunities to practice writing skills.

Action Step 1

Practice rearranging words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Resource Type

Evidence-Based Program

Resource

FCAT Writing Rubrics

Funding Source

FEFP

Amount Needed

$1,000

G16. Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency.

G16.B1 Based on District 2012-2013 Data, the percentage of students achieving proficiency in CELLA reading was 29%. Our goal for the 2013-2014 school year is for 36% of our students to achieve proficiency. Students need additional opportunities to increase their English language proficiency.

G16.B1.S1 Provide students with opportunities to vary the complexity of assignment . (Differentiated Instruction)

Action Step 1

Modify instruction on students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process, and products.

Resource Type

Evidence-Based Materials

Resource

Textbooks: Inside Language, Literacy and Content (Levels A&B)

Funding Source

FEFP

Amount Needed

$2,450

G17. The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%.

G17.B2 The results of the 2013 FCAT Reading test indicate that 21% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 student proficiency by 5 percentage points to 26%. Students demonstrated a deficiency in Reporting Category 1, Vocabulary, and comprehension skills needed to understand grade level text.

G17.B2.S1 Students will have additional opportunities to build skills and academic growth in fluency and comprehension.

Action Step 1

Students will build skills and academic growth in the area of fluency and comprehension by using the FCAT Coach materials during, 8th period Reading, Saturday and after school tutorials. Utilize Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary, and comprehension skills.

Resource Type

Evidence-Based Materials

Resource

FCAT Coach consumable books from Triumph Learning

Funding Source

Title 1 EESAC Funds

Amount Needed

$1,250

G18. The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%.

G18.B1 The results of the 2013 FCAT Reading Assessment indicate that 8% of students achieved proficiency Levels 4 and 5. Our goal for the 2013-2014 school year is to increase Levels 4 and 5 proficiency by 2 percentage points to 10%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2013 FCAT Reading Assessment was Reporting Category 4, Informational Text/Research Process. The students have trouble finding support for their arguments.

G18.B1.S1 Students will be provided additional opportunities to support arguments.

Action Step 1

Use specific texts that allow students to practice defining and supporting arguments.

Resource Type

Evidence-Based Program

Resource

Graphic Organizers

Funding Source

FEFP

Amount Needed

$1,000

G19. The results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%.

G19.B1 Th results of the 2013 FCAT Reading Assessment indicate that 25% of all students achieved proficiency. Our goal is to increase student proficiency 6 percentage points to 31%. Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text.

G19.B1.S1 Students will be provided additional opportunities to increase understanding of grade level vocabulary.

Action Step 1

Mini-assessments in vocabulary

Resource Type

Evidence-Based Program

Resource

ELA Spring Board Program

Funding Source

FEFP

Amount Needed

$5,600