2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Academy East Charter High School

998 SW 1ST ST
Miami, FL 33130
305-324-6963
http://materacademyeast.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	93%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	B	A	B

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

Mater Academy East Charter High School

Principal

Alex Tamargo

School Advisory Council chair

Valerie Rodgers/Martha Bello-Rodriguez

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

Name	Title
Alex Tamargo	Principal
Susana M. Perez	ELL Coordinator
Annie Rodriguez	ESE Coordinator
Ruth Valdes	Language Arts Department Chairperson
Emily Delgado	Guidance Counselor
Maria Reyes	Math Department Chairperson
Martha Bello-Rodriguez	Test Chairperson

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

Principal -1, teachers – 6, parents – 5, educational support - 1, student – 2, Business/Community Representative - 3

Involvement of the SAC in the development of the SIP

Read and review data, as well as plan, for cohesiveness. Ensure School Improvement Plan is followed with fidelity.

Activities of the SAC for the upcoming school year

Develop and monitor the implementation of the School Improvement Plan through ongoing data analysis
Discuss school-wide decisions and projects
Develop strategies to address school-wide needs and areas of improvement.

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

Reading & Math programs, Textbooks and other research based text.
Budget $5 per student- high school numbers
Payment of teacher salaries for the implementation of before, after, and Saturday school tutoring program -$1500.00

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

N/A

Highly Qualified Staff

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

Administrators

# of administrators
1

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

Administrator Information:

Alex Tamargo		
Principal	Years as Administrator: 9	Years at Current School: 6

Credentials	BA – English Literature with a Minor Secondary Education MS – Educational Leadership
Performance Record	2013 – School Grade Rdg. Proficiency, 52% Math Proficiency, 61% Rdg. Lrg. Gains, 63% Math Lrg. Gains, 72% Rdg. Imp. of Lowest 25%- 59% Math Imp. of Lowest 25% - 66% Rdg. AMO –53% Math AMO–61% 2012 – School Grade Rdg. Proficiency, 48% Math Proficiency, 43% Rdg. Lrg. Gains, 64% Math Lrg. Gains, 58% Rdg. Imp. of Lowest25%- 76% Math Imp. of Lowest25% 69% Rdg. AMO –56 Math AMO–57 2011 - School Grade - C High Standards Rdg. - 57% High Standards Math - 61% Lrng Gains-Rdg. - 57% Lrng Gains-Math - 61% Gains-Rdg-25% - 73% Gains –Math-25% - 64% 2010-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% 2009 - 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%

Classroom Teachers

# of classroom teachers
16

 # receiving effective rating or higher
13, 81%

 # Highly Qualified Teachers
100%

 # certified in-field
16, 100%

 # ESOL endorsed
4, 25%

 # reading endorsed
2, 13%

 # with advanced degrees
8, 50%

 # National Board Certified
1, 6%

 # first-year teachers
1, 6%

 # with 1-5 years of experience
6, 38%

 # with 6-14 years of experience
8, 50%

 # with 15 or more years of experience
1, 6%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
1, 50%

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

Devin Aedo(first year teacher)/Vanessa Villamiel (department chairperson)
Mastery of pedagogical and subject matter skills; outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas

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

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

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)
Administrator(s), Alex Tamargo, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
School reading, math, science, and behavior specialists - Ruth Valdes, Maria Reyes, Marth Bello-Rodriguez
Curriculum specialist- Susana M. Perez
Special education personnel - Annie Rodriguez
School guidance counselor - Emily Delgado
Member of advisory group, community stakeholders, parents (specify names)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodicall, monthly, to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected (Annie Rodriguez, Susana M. Perez, Alex Tamargo) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (Annie Rodriguez, Susana M. Perez, Alex Tamargo) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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

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

(See http://rti.dadeschools.net/pdfs/Rtl_Guide/Ch7-OPM_across_all_tiers_of_support.pdf for guidance in writing this section)
Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• 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
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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: Weekend Program

Minutes added to school year: 1,440

Weekend program- Adding tutorial services from 9am-12pm on Saturdays from January to March for instruction in Reading and Math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Interim Assessment Data

Who is responsible for monitoring implementation of this strategy?

Test Chairperson, Administrative Team

Strategy: Before or After School Program

Minutes added to school year: 30

After School Program – Teachers have weekly department meetings for team planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Lesson Plans, and Classroom walkthroughs

Who is responsible for monitoring implementation of this strategy?

Administrative Team

Literacy Leadership Team (LLT)

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

Name	Title
Alex Tamargo	Principal
Susana M. Perez	ELL Chairperson
Annie Rodriguez	ESE Chairperson
Ruth Valdes	Language Arts Chairperson
Martha Bello-Rodriguez	Test Chairperson
Emily Delgado	Guidance Counselor

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

The MTSS/RtI Leadership Team along with the Reading Coach will develop Professional Development training to all teachers on differentiated instruction and monitor the use of reading strategies in cross curriculum integration. School wide professional development will focus on implementing reading strategies to follow the school's instructional focus calendar. Reading coaches will model lesson across every subject focusing on reading comprehension. The administrative team will conduct walk-throughs and focus observations on the implementation of reading strategies throughout every subject area.

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 Academy of Finance as part of summer partnerships and 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 at the middle school level have the opportunity to take courses that account for high school credit in the areas of Science, Math, and Foreign Language. 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 11 different subject areas.

Strategies for improving student readiness for the public postsecondary level

Mater Academy East offers courses at a variety of levels. The school offers courses at the remedial, regular, advanced/honors, and advanced placement levels; 36% of students successfully passed Advanced Placement courses with a score of 3 or higher. Graduation Rate for 2012-2013 school year was 86%.

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 and Florida National University.

Expected Improvements

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	56%	53%	Yes	60%
American Indian				
Asian				
Black/African American	63%	33%	No	66%
Hispanic	54%	54%	Yes	59%
White				
English language learners	28%	31%	Yes	35%
Students with disabilities	45%		Yes	50%
Economically disadvantaged	53%	53%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	28%	31%
Students scoring at or above Achievement Level 4	48	24%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	63%

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)	28	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	43%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	36%	42%

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.		61%	65%

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	83	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	61%	Yes	60%
American Indian				
Asian				
Black/African American		64%		
Hispanic	58%	60%	Yes	62%
White				
English language learners	44%	39%	No	50%
Students with disabilities				
Economically disadvantaged	55%	57%	Yes	60%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		72%	75%
Students in lowest 25% making learning gains (EOC)		66%	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.		39%	45%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	39%	43%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		11%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	47%	50%
Students scoring at or above Achievement Level 4	16	13%	15%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	42%	43%
Students scoring at or above Achievement Level 4	43	36%	37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	14		20
Participation in STEM-related experiences provided for students	27	3%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	65	19%	24%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	4	1%	5%
CTE-STEM program concentrators	0		10
Students taking CTE-STEM industry certification exams	34	1%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		47%	57%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	10%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	10%
Students taking CTE industry certification exams	34	1%	10%
Passing rate (%) for students who take CTE industry certification exams		47%	57%
CTE program concentrators	42	49%	59%
CTE teachers holding appropriate industry certifications	2	1%	25%

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	80	22%	21%
Students in ninth grade with one or more absences within the first 20 days	5	1%	1%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	43	12%	11%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	27	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	8%	7%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	7	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	62	86%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	10	67%	69%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	41	80%	82%

Goals Summary

G1. The results of the 2013 FCAT Reading Test indicate that 53% of students achieved proficiency. Our goal for the 2014 FCAT reading Test is to increase student proficiency to 60%. This indicates an increase of 7 percentage points.

G2. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam.

G3. The results of the 2013 FCAT Writing Test 66% of the students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 69%.

G4. The results of the 2013 FCAT Mathematics Test indicate that 61% of student achieve proficiency. Our goal for the 2014 FCAT Mathematics Test is to increase proficiency to 66%. This indicates an increase of 5 percentage points.

G5. The results of the Postsecondary Readiness Assessment in Math for 2012 indicate that 61% of students are college ready.The goal for the 2013 school is to attain 65% proficiency in the PERT Exam.

G6. The Results of the 2013 Algebra 1 EOC indicate that 48% of students achieved proficiency. The goal for the 2014 Algebra 1 EOC is to increase student proficiency to 54%. This indicates an increase of 6 percentage points.

G7. The results of the 2013 Geometry EOC indicate that 60% of students achieved proficiency. Our Goal for the 2014 Geometry EOC is to increase student proficiency to 65%. This indicates an increase of 5 percentage points.

G8. The results of the 2013 Biology EOC indicate that 78% of students achieved proficiency. The goal for the 2014 Geometry EOC is to increase student proficiency to 80%. This indicates an increase of 2 percentage points.

G9. Increase enrollment of students participating in advanced placement STEM courses

G10. Increase enrollment of students participating in CTE courses

G11. The results of the 2013 US History Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

G12. Decrease the number of students who miss 10% or more; grade 9 students with absences within the first 20 days and fail two or more courses, increase student GPA, as well improve student behavior.

G13. Decrease drop out rate for high school students and increase graduation rate for 4 year students and seniors

G14. Parental Involvment

G15. Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.

G16. FCAT 2.0 Level 3: The results of the 2013 FCAT Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 34%.

G17. FCAT 2.0 Level 4 and Above: The results of the 2013 FCAT Reading Test indicate that 24% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%.

G18. Learning Gains All: The results of the 2013 FCAT Reading Test indicate that 63% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains.

G19. Learning Gain Lowest 25%: The results of the 2013 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 63% of the lowest 25% will make learning gains.

G20. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam

G21. CELLA Writing: Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 36%. Our goal for the 2013-2014 school year is to increase student's proficiency to 42%.

G22. CELLA Reading: Based on the 2013 CELLA data, the percentage of students achieving proficiency was 43%. Our goal for the 2013-2014 school year is to increase student's proficiency to 49%.

G23. CELLA Listening and Speak: Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills was 67%. Our goal for the 2013-2014 is to increase the student's proficiency to 70%.

G24. On the 2013 administration of the Writing FCAT, 66% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain or increase percentage of students who achieve proficiency to 69%.

G25. Math ELL: The results of the 2013 Algebra I EOC Exam indicate that 39% of students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 50%.

G26. Learning Gains All: The results of the 2013 Algebra EOC Exam indicated that 72% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains.

G27. Learning Gains Lowest 25%: The result of the 2013 Algebra EOC Exam indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains.

G28. Algebra EOC Level 4 and Above: The results of the 2013 Algebra I EOC Exam indicate that 9% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%.

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%.

G30. Geometry Levels 4 and Above: the results of the 2013 Geometry EOC Exam indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%.

G31. Geometry Level 3: The results of the 2013 Geometry EOC Exam indicate that 47% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%.

G32. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 39%; the goal for the 2013 school is to attain 45% proficiency in the PERT Exam

G33. Biology EOC Levels 4 and About: On the 2013 administration of the Biology EOC Assessment, 36% of students scored above proficiency. The expected level of performance for the 2013-2014 school year is 37% achieving proficiency.

G34. Biology EOC Level 3: On the 2013 administration of the Biology EOC Assessment, 42% of students achieved (Level 3)proficiency. The expected level of performance for the 2013-2014 school is 43% achieving proficiency.

Goals Detail

G1. The results of the 2013 FCAT Reading Test indicate that 53% of students achieved proficiency. Our goal for the 2014 FCAT reading Test is to increase student proficiency to 60%. This indicates an increase of 7 percentage points.

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- FCAT 2.0 Level 3: The results of the 2013 FCAT Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 31%.

- FCAT 2.0 Level 4 and Above: The results of the 2013 FCAT Reading Test indicate that 24% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%.

- Learning Gains All: The results of the 2013 FCAT Reading Test indicate that 63% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains

- Learning Gain Lowest 25%: The results of the 2013 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 63% of the lowest 25% will make learning gains.

- CELLA Listening and Speak: Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills was 67%. Our goal for the 2013-2014 is to increase the student's proficiency to 70%.

- CELLA Reading: Based on the 2013 CELLA data, the percentage of students achieving proficiency was 43%. Our goal for the 2013-2014 school year is to increase student's proficiency to 49%.

- CELLA Writing: Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 36%. Our goal for the 2013-2014 school year is to increase student's proficiency to 42%.

- Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The results of the 2013 FCAT Writing Test 66% of the students achieved proficiency. Our goal for the 2014 FCAT Writing Test is to increase student proficiency to 69%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- FCAT 3.5 or Above: The results of the 2013 FCAT Writing Test indicate that 66% of the students achieved proficiency.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. The results of the 2013 FCAT Mathematics Test indicate that 61% of student achieve proficiency. Our goal for the 2014 FCAT Mathematics Test is to increase proficiency to 66%. This indicates an increase of 5 percentage points.

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Learning Gains All: The results of the 2013 Algebra EOC Exam indicated that 72% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains.

- Learning Gains Lowest 25%: The result of the 2013 Algebra EOC Exam indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The results of the Postsecondary Readiness Assessment in Math for 2012 indicate that 61% of students are college ready.The goal for the 2013 school is to attain 65% proficiency in the PERT Exam.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. The Results of the 2013 Algebra 1 EOC indicate that 48% of students achieved proficiency. The goal for the 2014 Algebra 1 EOC is to increase student proficiency to 54%. This indicates an increase of 6 percentage points.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%.

- Algebra EOC Level 4 and Above: The results of the 2013 Algebra I EOC Exam indicate that 9% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. The results of the 2013 Geometry EOC indicate that 60% of students achieved proficiency. Our Goal for the 2014 Geometry EOC is to increase student proficiency to 65%. This indicates an increase of 5 percentage points.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Geometry Level 3: The results of the 2013 Geometry EOC Exam indicate that 47% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%.

- Geometry Levels 4 and Above: the results of the 2013 Geometry EOC Exam indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. The results of the 2013 Biology EOC indicate that 78% of students achieved proficiency. The goal for the 2014 Geometry EOC is to increase student proficiency to 80%. This indicates an increase of 2 percentage points.

Targets Supported

- Science

- Science - Biology 1 EOC

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Biology EOC Level 3: On the 2013 administration of the Biology EOC Assessment, 42% of students achieved proficiency. The expected level of performance for the 2013-2014 school is 43% achieving proficiency.

- Biology EOC Levels 4 and Above: On the 2013 administration of the Biology EOC Assessment, 36% of students scored above proficiency. The expected level of performance for the 2013-2014 school year is 37% achieving proficiency.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Increase enrollment of students participating in advanced placement STEM courses

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- SECME Club and Math Club

Targeted Barriers to Achieving the Goal
- Increase number of STEM experiences
- Increase percent of participation in STEM
- Increase number of students enrolling and completing accelerated STEM courses
- Increase number of students taking one or more STEM AP exams

Plan to Monitor Progress Toward the Goal

Monitor progress, review assessment data.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G10. Increase enrollment of students participating in CTE courses

Targets Supported
- CTE

Resources Available to Support the Goal
- Industry certification courses

Targeted Barriers to Achieving the Goal
- Increase enrollment in CTE
- Increase the number of CTE students in accelerated courses
- Increase the number of students taking CTE exams by 10%
- Students do not want to select CTE as a program concentration
- Increase number of industry certifications teachers currently hold

Plan to Monitor Progress Toward the Goal

Course enrollment in CTE courses through Academy of Finance articulation

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Annually

Evidence of Completion:
Master Schedule Course selection forms

G11. The results of the 2013 US History Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal
- Content-specific vocabulary
- Problem solving and inquiry-based learning

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the US History Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks
- The area of deficiency as noted on the 2013 administration of the US History Baseline Assessment is in problem solving and inquiry-based learning.

Plan to Monitor Progress Toward the Goal

Review data from teacher made assessments 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:
Quarterly

Evidence of Completion:
Formative: Teacher-made assessments; Summative: 2014 US History Spring Assessment

G12. Decrease the number of students who miss 10% or more; grade 9 students with absences within the first 20 days and fail two or more courses, increase student GPA, as well improve student behavior.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Community Involvement Specialist Attendance Reports GPA Reports

Targeted Barriers to Achieving the Goal
- The number of students who miss 10% or more instructional time will decrease by 1 percentage point
- The number of students in 9th grade with one or more absences within the first 20 days will remain the same at 0%.
- The number of students in 9th grade who fail two or more courses will remain the same at 0%.
- The number of students in 9th grade with grade point average less than 2.0 will decrease by 1 percentage point.
- The number of students who fail to progress on-time to 10th grade will remain the same at 0%.

Plan to Monitor Progress Toward the Goal

Decrease absences and failing courses; as well as increase student GPA and improve student behavior

Person or Persons Responsible
MTSS/RTI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Attendance bulletins GPA student reports Compliance with Student Code of Conduct

G13. Decrease drop out rate for high school students and increase graduation rate for 4 year students and seniors

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Guidance counselor Pupil Progression Plan

Targeted Barriers to Achieving the Goal
- The graduation rate for the 2013-2014 was 86%, parents are unfamiliar with the resources available which provide graduation requirements.Parent awareness of resources such as alternative programs contributes to the school's less than 2% drop-out rate.
- The high school drop out rate for the 2013-2014 was 2%, parents are familiar with requirements of the pupil progression plan; however, lack understanding of the impact dropping out of school.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum as needed to comply with FCIM model.

Person or Persons Responsible
MTSS/RTI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Parent sign-in, enrollment log, guidance counselor consultation log

G14. Parental Involvment

Targets Supported
- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.

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

Resources Available to Support the Goal
- Saturday School Tutorials
- FCAT Buckle Down
- FCAT Buckle Down

Targeted Barriers to Achieving the Goal
- Our goal is to increase student proficiency 33 percentage points to 35%. As noted in the administration of the 2013 FCAT Reading Test, the Black subgroup did not make satisfactory progress Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text. Students will be provide with supplemental instruction in the area of vocabulary.

Plan to Monitor Progress Toward the Goal

Monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: FAIR, Interim Assessment, Mini-Assessments Summative: 2014 FCAT Assessment in Reading

G16. FCAT 2.0 Level 3: The results of the 2013 FCAT Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 34%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students demonstrated difficulty identifying the main idea and distinguishing the author's purpose. The students will be given opportunities to utilize grade-level appropriate texts.

Plan to Monitor Progress Toward the Goal

On-going classroom assessments focusing on students' ability to identify author's purpose in grade-level text and how the author's perspective influences text. Review data and adjust curriculum as needed to ensure fidelity of instruction as stated in FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessment, Teacher-made assessments, and Reading Plus Summative: 2014 FCAT Assessment in Reading

G17. FCAT 2.0 Level 4 and Above: The results of the 2013 FCAT Reading Test indicate that 24% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%. The area which demonstrated a decline in performance as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Nonfiction. Students are unable to recognize the use of comparisons, cause and effect relationships among literary elements in text. Students will be given the opportunity to experience more problem and solution activities.

Plan to Monitor Progress Toward the Goal

Classroom assessments focusing on students' ability to recognize the use of comparison and contrast and cause and effect relationships in a variety of text using inquiry based model. 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:
Quarterly

Evidence of Completion:
Formative: Interim Assessments, Teacher-made Assessments and Reading Plus Summative: 2014 FCAT Assessment in Reading.

G18. Learning Gains All: The results of the 2013 FCAT Reading Test indicate that 63% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains.

Targets Supported

Resources Available to Support the Goal
- Reading Plus, Achieve 3000, Spring Board and FCAT Explorer

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains. As noted on the 2013 administration of the FCAT Reading Test, the percentage of students making learning gains was 63%. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

Plan to Monitor Progress Toward the Goal

Review Reading Plus usage reports and progress on FCAT Explorer. Springboard assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated FCIM model.

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Reading Plus/FCAT Explorer Reports, Springboard Assessments Summative: 2014 FCAT Reading Assessment

G19. Learning Gain Lowest 25%: The results of the 2013 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 63% of the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is 63% of the lowest 25% will making learning gains. As noted on the 2013 administration of the FCAT Reading Test, the number of students in the lowest 25% making learning gains increased to 59% as compared to the 2012 FCAT Reading Test. Students have limited understanding of Reporting Category 1, vocabulary and comprehension skills need to understand grade level text. Students will be given the opportunity to build skills and academic growth in the area of fluency and comprehension.

Plan to Monitor Progress Toward the Goal

Review charted student progress generated from JAmestown Timed Readers. Review Reading Plus usage reports. Implement strategy based mini-assessments as part of Silent Reading Block. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Jamestown Timed Readings, mini-assessments and Reading Plus Reports Summative: 2014 FCAT Assessment in Reading

G20. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam

Targets Supported

Resources Available to Support the Goal
- Reading Plus Achieve 3000

Targeted Barriers to Achieving the Goal
- Student enrollment in Intensive reading courses in the 11th and 12th grade has increased

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: mini-assessments, Achieve 3000 and Reading Plus usage reports

G21. CELLA Writing: Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 36%. Our goal for the 2013-2014 school year is to increase student's proficiency to 42%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase student's proficiency to 42%. As noted on the 2013 administration of the CELLA Writing Test, the number of students reaching proficiency is 36%.

Plan to Monitor Progress Toward the Goal

Teacher lesson plans observation walk through

Person or Persons Responsible
MTSS/RtI Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Summative: 2014 FCAT 2.0 Reading Assessment and 2014 CELLA Reading Assessment

G22. CELLA Reading: Based on the 2013 CELLA data, the percentage of students achieving proficiency was 43%. Our goal for the 2013-2014 school year is to increase student's proficiency to 49%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase student's proficiency to 49%. As noted on the 2013 administration of the CELLA Reading Test, the number of students reaching proficiency is 43%. Meeting the instructional needs of different learners at their English language proficiency.

Plan to Monitor Progress Toward the Goal

Teacher lesson plans, observation walk through review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Summative: 2014 FCAT 2.0 Reading Assessment and 2014 CELLA Reading Assessment

G23. CELLA Listening and Speak: Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills was 67%. Our goal for the 2013-2014 is to increase the student's proficiency to 70%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school is to increase students achieving proficiency to 70%. As noted in the 2013 administration of the CELLA Oral Skills Test, the number of students reaching proficiency is 67%. 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

Teacher lesson plans and observation walk through to review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Summative: 2014 FCAT 2.0 Reading Assessment

G24. On the 2013 administration of the Writing FCAT, 66% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain or increase percentage of students who achieve proficiency to 69%.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for 2014 to maintain or increase percentage of students who achieve proficiency to 69%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 FCAT Writing.

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:
Quarterly

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

G25. Math ELL: The results of the 2013 Algebra I EOC Exam indicate that 39% of students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 50%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase student proficiency to 50%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ELL subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be provided with the opportunity to practice more with quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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:

Quarterly

Evidence of Completion:

Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

G26. Learning Gains All: The results of the 2013 Algebra EOC Exam indicated that 72% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ED subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be given more opportunities to practice using quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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:

Quarterly

Evidence of Completion:

Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

G27. Learning Gains Lowest 25%: The result of the 2013 Algebra EOC Exam indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ED subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be given opportunities to practice using more quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

G28. Algebra EOC Level 4 and Above: The results of the 2013 Algebra I EOC Exam indicate that 9% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%. 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 will be provide with opportunities to practice quadratic equations to solve real-world problems.

Plan to Monitor Progress Toward the Goal

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Interim assessments, teacher made assessments and quarterly assessments Summative: 2014 Algebra EOC Exam

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Spring Board

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. 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 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:
Quarterly

Evidence of Completion:
Formative: Interim assessments, teacher-made assessments and Quarterly assessments Summative: 2014 Algebra I EOC Exam

G30. Geometry Levels 4 and Above: the results of the 2013 Geometry EOC Exam indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Assessment in the are of Three Dimensional Geometry, specifically with inductive reasoning strategies.

Plan to Monitor Progress Toward the Goal

Gizmos usage reports and teacher made assessments. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Teacher made assessments and Gizmos Usage Reports Summative: 2014 Geometry EOC Exam

G31. Geometry Level 3: The results of the 2013 Geometry EOC Exam indicate that 47% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Assessment was Two- Dimensional Geometry, identifying slope, parallel lines, perpendicular lines and equations of lines.

Plan to Monitor Progress Toward the Goal

Gizmos usage reports and teacher made assessments. Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Mini assessments and Gizmos Usage Reports Summative: 2014 Geometry EOC Exam

G32. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 39%; the goal for the 2013 school is to attain 45% proficiency in the PERT Exam

Targets Supported

Resources Available to Support the Goal
- Math courses in the 11th and 12th grade (Pre-Calculus, Advanced Topics in Mathematics, and Calculus)

Targeted Barriers to Achieving the Goal
- Lack of student enrollment in courses such as Pre-Calculus and Calculus

Plan to Monitor Progress Toward the Goal

Review of course selection forms by Math teachers and counselor

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Annually

Evidence of Completion:
Course selection forms Master Schedule

G33. Biology EOC Levels 4 and About: On the 2013 administration of the Biology EOC Assessment, 36% of students scored above proficiency. The expected level of performance for the 2013-2014 school year is 37% achieving proficiency.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- The expected level of performance for the 2013-2014 school year is 37% achieving proficiency. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was in the Nature Science. Students have difficulties with inquiry based virtual experimentation.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each interim 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:
Quarterly

Evidence of Completion:
Formative: Interim Assessments Summative: Results of the 2014 Biology EOC Exam

G34. Biology EOC Level 3: On the 2013 administration of the Biology EOC Assessment, 42% of students achieved (Level 3)proficiency. The expected level of performance for the 2013-2014 school is 43% achieving proficiency.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- FCAT Coach Biology EOC Prep Book

Targeted Barriers to Achieving the Goal
- The expected level of performance for the 2013-2014 school is 43% achieving proficiency. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was in Life Sciences. Students have difficulties with creative and critical thinking skills.

Plan to Monitor Progress Toward the Goal

Review data and adjust curriculum after each interim 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:
Quartery

Evidence of Completion:
Formative: Interim Assessments and Teacher made assessments Summative: Results of the 2014 Biology EOC Exam

Action Plan for Improvement

Problem Solving Key

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

G9. Increase enrollment of students participating in advanced placement STEM courses

G9.B1 Increase number of STEM experiences

G9.B1.S1 SECME Club will engage student interest in the areas of Math and Science and promote active participation in these areas.

Action Step 1

Promote active participation in the areas of Math and Science in these areas. Student will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge, SECME and District Science Fair competitions.

Person or Persons Responsible

SECME Club sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects completed as a club

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

Schedule meetings with teachers to monitor progress, review assessment data.

Person or Persons Responsible

SECME Club sponsor

Target Dates or Schedule

Monthly

Evidence of Completion

Projects completed as a club

Plan to Monitor Effectiveness of G9.B1.S1

Monitor progress and review assessment data.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry EOC Exam, and Biology EOC Exam

G9.B2 Increase percent of participation in STEM

G9.B2.S1 SECME Club will engage student interest in the areas of Math and Science and promote active participation

Action Step 1

Promote active participation in the areas of Math and Science. Students will participate in inquiry, project-based challenges such as Fairchild Tropical Garden Challenge, SECME and District Science Fair competitions.

Person or Persons Responsible

SECME Club Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Projects completed as a club

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

Schedule meetings with teachers to monitor progress, review assessment data.

Person or Persons Responsible

SECME Club Sponsor

Target Dates or Schedule

Monthly

Evidence of Completion

Projects completed as a club

Plan to Monitor Effectiveness of G9.B2.S1

Monitor progress and review assessment data

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Projects completed as a club, such as Fairchild Tropical Garden Challenge, SECME, and District Science Fair, Algebra I EOC Exam, Geometry I EOC Exam, and Biology I EOC Exam.

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

G9.B3.S1 Course enrollment in STEM courses through articulation

Action Step 1

Course enrollment in STEM courses through articulation for Science and Math courses

Person or Persons Responsible

Guidance Counselor, Teachers

Target Dates or Schedule

Annually

Evidence of Completion

Mater Schedule Course selection forms

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

Course enrollment in STEM courses through articulation for Science and Math courses

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course Selection Form

Plan to Monitor Effectiveness of G9.B3.S1

Course enrollment in STEM courses through articulation for Science and Math courses

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course selection forms

G10. Increase enrollment of students participating in CTE courses

G10.B1 Increase enrollment in CTE

G10.B1.S1 Enroll all Academy of Finance students in CTE courses

Action Step 1

Course enrollment in CTE courses through Academy of Finance articulation

Person or Persons Responsible

Teachers, counselor

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course selection forms

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

Course enrollment in CTE courses through Academy of Finance articulation

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course Selection Form

Plan to Monitor Effectiveness of G10.B1.S1

Course enrollment in CTE courses through Academy of Finance articulation

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course selection forms

G10.B2 Increase the number of CTE students in accelerated courses

G10.B2.S1 Encourage advanced placement students to enroll in CTE courses as past of the Academy of Finance

Action Step 1

Course enrollment in CTE courses through Academy of Finance articulation especially for advanced placement students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule Course Selection forms

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

Review course enrollment numbers in CTE courses through Academy of Finance articulation especially for Advanced Placement students

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of G10.B2.S1

Review course enrollment numbers in CTE courses through Academy of Finance articulation especially for Advanced Placement students

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Master Schedule

G10.B3 Increase the number of students taking CTE exams by 10%

G10.B3.S1 All students enrolled in CTE courses will be required to take at least one industry certification exam

Action Step 1

Prepare all students in CTE course for at least one industry certification exam

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Industry Certification Practice Test reports

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Review completion of test prep exams

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Industry Certification Practice Test reports

Plan to Monitor Effectiveness of G10.B3.S1

Review completion of test prep exams

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On-going

Evidence of Completion

Industry Certification Practice Test reports

G10.B4 Students do not want to select CTE as a program concentration

G10.B4.S1 Review current student enrollment and determine students that are on track to complete Academy of Finance (program completers) to take CTE course

Action Step 1

Identify current CTE enrollment and identify which students are part of the Academy of Finance

Person or Persons Responsible

Teachers; counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Academic Course History

Plan to Monitor Fidelity of Implementation of G10.B4.S1

Identify current CTE enrollment and identify which students are part of the Academy of Finance

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Academic course history

Plan to Monitor Effectiveness of G10.B4.S1

Identify current CTE enrollment and identify which students are part of the Academy of Finance

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Academic course history

G10.B5 Increase number of industry certifications teachers currently hold

G10.B5.S1 Have teachers that are currently industry certified acquire industry certification in another field

Action Step 1

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly - PD Attendance

Evidence of Completion

Industry Certification

Facilitator:

MDCPS Academy of Finance - Industry Certification Facilitators

Participants:

CTE Course Teachers

Action Step 2

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly - PD Attendance

Evidence of Completion

Industry Certification

Facilitator:

MDCPS Academy of Finance - Industry Certification Facilitators

Participants:

CTE Course Teachers

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Monitor teacher attendance to industry certification courses

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development course history

Plan to Monitor Effectiveness of G10.B5.S1

Monitor teacher attendance to industry certification courses

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional development course history

G11. The results of the 2013 US History Baseline Exam indicate that 0% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 10%.

G11.B1 The area of deficiency as noted on the 2013 administration of the US History Baseline Assessment are alignment of lesson plans to tested End of Course benchmarks

G11.B1.S1 Provide students additional opportunities through classroom activities which help students develop an understanding of the content-specific vocabulary taught in US History.

Action Step 1

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

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

Review data from teacher made assessments 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

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

Plan to Monitor Effectiveness of G11.B1.S1

Review data from teacher made assessments 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

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B2 The area of deficiency as noted on the 2013 administration of the US History Baseline Assessment is in problem solving and inquiry-based learning.

G11.B2.S1 Provide students additional opportunities through classroom activities which help students develop an understanding of the content-specific vocabulary taught in US History.

Action Step 1

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

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

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

Plan to Monitor Effectiveness of G11.B2.S1

Review data from teacher made assessments 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

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

G11.B2.S2 We are targeting weak areas through the implementation of a crunch time prescription. Administration along with teachers analyzed data and determined weak areas within the winter interim. Teachers will tackle these weak areas through the use of Bell ringers, pull-outs, remedial work, additional homework and classwork.

Action Step 1

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Review data from teacher made assessments and adjust curriculum as needed to ensure the fidelity of instruction.

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Provide students with practice in using problem solving and inquiry-based learning where students can enrich their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

Plan to Monitor Effectiveness of G11.B2.S2

Review data from teacher made assessments 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

Quarterly

Evidence of Completion

Formative: Teacher-made assessments; Summative: 2014 US History EOC Spring Assessment

G12. Decrease the number of students who miss 10% or more; grade 9 students with absences within the first 20 days and fail two or more courses, increase student GPA, as well improve student behavior.

G12.B1 The number of students who miss 10% or more instructional time will decrease by 1 percentage point

G12.B1.S1 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

Action Step 1

Provide incentives for compliance through the use of Elementary and Secondary SPOT School CIS will contact parents and maintain log of parents contacted to inform them of the student's progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Bulletins

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

Review attendance data and adjust strategy 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

Quarterly

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G12.B1.S1

Review attendance data and adjust strategy 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

Quarterly

Evidence of Completion

Attendance bulletins

G12.B2 The number of students in 9th grade with one or more absences within the first 20 days will remain the same at 0%.

G12.B2.S1 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

Action Step 1

Provide incentives for compliance through the use of Elementary and Secondary SPOT School CIS will contact parents and maintain log of parents contacted to inform them of the student's progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Bulletins

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Review attendance data and adjust strategy 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

Quarterly

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of G12.B2.S1

Review attendance data and adjust strategy 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

Quarterly

Evidence of Completion

Attendance bulletins

G12.B3 The number of students in 9th grade who fail two or more courses will remain the same at 0%.

G12.B3.S1 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance

Action Step 1

Guidance counselor will provide parents and students training on the Student Code of Conduct and the consequences for non-compliance

Person or Persons Responsible

Counselor; teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Effectiveness of G12.B3.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

G12.B4 The number of students in 9th grade with grade point average less than 2.0 will decrease by 1 percentage point.

G12.B4.S1 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance

Action Step 1

Guidance counselor will provide parents and students training on the Student Code of Conduct and the consequences for non-compliance

Person or Persons Responsible

Counselors, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Effectiveness of G12.B4.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

G12.B5 The number of students who fail to progress on-time to 10th grade will remain the same at 0%.

G12.B5.S1 Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance

Action Step 1

Guidance counselor will provide parents and students training on the Student Code of Conduct and the consequences for non-compliance

Person or Persons Responsible

Counselor, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

Plan to Monitor Effectiveness of G12.B5.S1

Review of data from the Student Code of Conduct infractions and GPA reports

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student GPA report; Academic course history reports; Truancy reports

G13. Decrease drop out rate for high school students and increase graduation rate for 4 year students and seniors

G13.B1 The graduation rate for the 2013-2014 was 86%, parents are unfamiliar with the resources available which provide graduation requirements.Parent awareness of resources such as alternative programs contributes to the school's less than 2% drop-out rate.

G13.B1.S1 Provide parent meetings to inform parents of the graduation requirements and the available resources which discuss graduation requirements to ensure students receive the proper support Guidance Counselor Monitor parents sign-in roster and contact parents that did not attend available meetings on a quarterly basis.

Action Step 1

Identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs and enroll the students in the respective program

Person or Persons Responsible

Guidance counselor, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

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

Review data and adjust curriculum as needed to comply with FCIM model.

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

Plan to Monitor Effectiveness of G13.B1.S1

Review data and adjust curriculum as needed to comply with FCIM model.

Person or Persons Responsible

MTSS/RTI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

G13.B2 The high school drop out rate for the 2013-2014 was 2%, parents are familiar with requirements of the pupil progression plan; however, lack understanding of the impact dropping out of school.

G13.B2.S1 Using criteria for the federal uniform graduation rate, 86% of Students should graduate in 4 years, and 82% of students will in 5 years while 69% of students are at-risk for graduating in 4 years.

Action Step 1

Identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs and enroll the students in the respective programs

Person or Persons Responsible

Guidance counselor, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Review data and adjust curriculum as needed to comply with the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

Plan to Monitor Effectiveness of G13.B2.S1

Review data and adjust curriculum as needed to comply with the FCIM model

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent sign-in, enrollment log, guidance counselor consultation log

G15. Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.

G15.B1 Our goal is to increase student proficiency 33 percentage points to 35%. As noted in the administration of the 2013 FCAT Reading Test, the Black subgroup did not make satisfactory progress Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text. Students will be provide with supplemental instruction in the area of vocabulary.

G15.B1.S1 Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Action Step 1

Monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Mini-assessments.

Facilitator:

Reading Coach

Participants:

All Teachers

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

Review data and adjust curriculum after each interim 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

Mini-Assessments

Plan to Monitor Effectiveness of G15.B1.S1

Monitory student progress and the effectiveness of program delivery using intervention assessments.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: FAIR, Interim Assessment, Mini-Assessment Summative: 2014 FCAT Assessment in Reading

Plan to Monitor Fidelity of Implementation of G15.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G15.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G15.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G15.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G16. FCAT 2.0 Level 3: The results of the 2013 FCAT Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 34%.

G16.B1 Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students demonstrated difficulty identifying the main idea and distinguishing the author's purpose. The students will be given opportunities to utilize grade-level appropriate texts.

G16.B1.S1 Students will utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.

Action Step 1

On-going classroom assessments focusing on students' ability to identity authors' purpose in grade level text and how the author's perspective influences text. Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Teacher-made assessments.

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

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

Quarterly

Evidence of Completion

Teacher-made assessments

Plan to Monitor Effectiveness of G16.B1.S1

Classroom assessments focusing on students' ability to identity author's purpose in grade level text and how the author's perspective influences text.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments, Teacher-made assessments, and Reading Plus Summative: 2014 FCAT Assessment in Reading

Plan to Monitor Fidelity of Implementation of G16.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G16.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G16.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G17. FCAT 2.0 Level 4 and Above: The results of the 2013 FCAT Reading Test indicate that 24% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%.

G17.B1 Our goal for the 2013-2014 school year is to increase level 4 and 5 proficiency to 26%. The area which demonstrated a decline in performance as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/Nonfiction. Students are unable to recognize the use of comparisons, cause and effect relationships among literary elements in text. Students will be given the opportunity to experience more problem and solution activities.

G17.B1.S1 Students will be given more experience with problem and solutions activities through inquiry based learning in order to maintain levels of achievement. Teachers will emphasize identifying words and clue words that signal relationships. Practice reducing textual information to key points so that comparisons can be made.

Action Step 1

On-going classroom assessments focusing on students' ability to recognize the use of comparison and contrast and cause and effect relationships in a variety of text using inquiry based model. Review data and adjust curriculum as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher-made Assessments.

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

Review 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

Quarterly

Evidence of Completion

Teacher-made Assessments, Interim Assessments

Plan to Monitor Effectiveness of G17.B1.S1

Classroom assessments focusing on students' ability to recognize the use of comparison and contrast and cause and effect relationships in a variety of text using inquiry based model.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments, Teacher-made Assessments and Reading Plus.

Plan to Monitor Fidelity of Implementation of G17.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G17.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G18. Learning Gains All: The results of the 2013 FCAT Reading Test indicate that 63% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains.

G18.B1 Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains. As noted on the 2013 administration of the FCAT Reading Test, the percentage of students making learning gains was 63%. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

G18.B1.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week pull-out tutorial program that allows students to utilize lab to reinforce comprehension, vocabulary and fluency skills.

Action Step 1

Review Reading Plus usage reports and progress on FCAT Explorer. Springboard assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus/FCAT Explorer Reports, Springboard assessments.

Facilitator:

Reading Coach

Participants:

All teachers

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

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Reading Plus/FCAT Explorer Reports, Springboard Assessments.

Plan to Monitor Effectiveness of G18.B1.S1

Review Reading Plus usage reports and progress on FCAT Explorer. Springboard Assessment. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Reading Plus/FCAT Explorer Reports, Springboard assessments Summative: 2014 FCAT Reading Assessment

Plan to Monitor Fidelity of Implementation of G18.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G18.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G18.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G18.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G19. Learning Gain Lowest 25%: The results of the 2013 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 63% of the lowest 25% will make learning gains.

G19.B1 Our goal for the 2013-2014 school year is 63% of the lowest 25% will making learning gains. As noted on the 2013 administration of the FCAT Reading Test, the number of students in the lowest 25% making learning gains increased to 59% as compared to the 2012 FCAT Reading Test. Students have limited understanding of Reporting Category 1, vocabulary and comprehension skills need to understand grade level text. Students will be given the opportunity to build skills and academic growth in the area of fluency and comprehension.

G19.B1.S1 Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afternoon tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary and comprehension skills.

Action Step 1

Review charted student progress generated from Jamestown Timed Readers. Review Reading Plus usage reports. Implement strategy based mini-assessments as part of Silent Reading Block Review data and adjust curriculum after each interim assessment as needed to ensure fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Jamestown Timed Readings, mini-assessments and Reading Plus Reports

Facilitator:

Reading Coach

Participants:

All Teachers

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

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Jamestown Timed Reading, mini-assessments and Reading Plus Reports

Plan to Monitor Effectiveness of G19.B1.S1

Review charted student progress generated from Jamestown Timed Readers. Review Reading Plus usage reports.

Person or Persons Responsible

MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Jamestown Timed Reading, mini-assessments, and Reading Plus Reports Summative: 2014 FCAT Assessment in Reading

Plan to Monitor Fidelity of Implementation of G19.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G19.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G19.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G19.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G20. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam

G20.B1 Student enrollment in Intensive reading courses in the 11th and 12th grade has increased

G20.B1.S1 Offer students opportunities for remediation in Reading instruction during Intensive reading course, 8th period reading block, and as part of the Saturday tutorial program

Action Step 1

Enroll students in additional Reading practice opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: mini-assessments, Achieve 3000 and Reading Plus usage reports

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: mini-assessments, Achieve 3000 and Reading Plus usage reports

Plan to Monitor Effectiveness of G20.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: mini-assessments, Achieve 3000 and Reading Plus usage reports

Plan to Monitor Fidelity of Implementation of G20.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G20.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G21. CELLA Writing: Based on the 2013 CELLA data, the percentage of students achieving proficiency in Writing was 36%. Our goal for the 2013-2014 school year is to increase student's proficiency to 42%.

G21.B1 Our goal for the 2013-2014 school year is to increase student's proficiency to 42%. As noted on the 2013 administration of the CELLA Writing Test, the number of students reaching proficiency is 36%.

G21.B1.S1 Students do not understand the requirements of the writing task. Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality.

Action Step 1

Teacher lesson plans observation walkthrough Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment and 2014 CELLA Writing Assessment

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

Review data and adjust curriculum after each interim 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

Quartely

Evidence of Completion

2014 FCAT 2.0 Reading Assessment and 2014 CELLA Reading Assessment

Plan to Monitor Effectiveness of G21.B1.S1

Teacher lesson plans observation walkthrough Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G21.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G21.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G21.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G22. CELLA Reading: Based on the 2013 CELLA data, the percentage of students achieving proficiency was 43%. Our goal for the 2013-2014 school year is to increase student's proficiency to 49%.

G22.B1 Our goal for the 2013-2014 school year is to increase student's proficiency to 49%. As noted on the 2013 administration of the CELLA Reading Test, the number of students reaching proficiency is 43%. Meeting the instructional needs of different learners at their English language proficiency.

G22.B1.S1 Teacher will modify instruction to meet students' varying readiness levels, learning preferences, and interests. Teacher can differentiate three aspects of the curriculum: content, process and products.

Action Step 1

Teacher lesson plans, observation walk-throughs review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment & 2014 CELLA Reading Assessment

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

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

2014 FCAT 2.0 Reading Assessment and 2014 CELLA Reading Assessment

Plan to Monitor Effectiveness of G22.B1.S1

Teacher lesson plans, observation walk through review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment and 2014 CELLA Reading Assesement

Plan to Monitor Fidelity of Implementation of G22.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G22.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G22.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G22.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G23. CELLA Listening and Speak: Based on the 2013 CELLA data, the percentage of students achieving proficiency in oral skills was 67%. Our goal for the 2013-2014 is to increase the student's proficiency to 70%.

G23.B1 Our goal for the 2013-2014 school is to increase students achieving proficiency to 70%. As noted in the 2013 administration of the CELLA Oral Skills Test, the number of students reaching proficiency is 67%. Students learn best when the language they hear and read is just beyond their current abilities in the language.

G23.B1.S1 Students are exposed to rich and meaningful language is for students who work with a variety of materials. Students should have experience with different written and spoken styles.

Action Step 1

Teacher lesson plans and observation walk through to review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

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

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G23.B1.S1

Teacher lesson plans and observation walk through to review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G23.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G23.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G23.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G23.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G24. On the 2013 administration of the Writing FCAT, 66% of students achieved proficiency. Our goal for the 2013-2014 school year is to maintain or increase percentage of students who achieve proficiency to 69%.

G24.B1 Our goal for 2014 to maintain or increase percentage of students who achieve proficiency to 69%. The students have limited ability to create precision and interest by elaborating ideas through supporting details as noted in the Drafting category of 2013 FCAT Writing.

G24.B1.S1 The teacher will use sample score papers to review for content focus organization and word choice. Rearrange words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary.

Action Step 1

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

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student writing samples

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

Review 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

Quarterly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G24.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

Quarterly

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G24.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G24.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G24.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G24.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G25. Math ELL: The results of the 2013 Algebra I EOC Exam indicate that 39% of students in the ELL subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 11 percentage points to 50%.

G25.B1 Our goal for the 2013-2014 school year is to increase student proficiency to 50%. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ELL subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be provided with the opportunity to practice more with quadratic equations to solve real-world problems.

G25.B1.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationship between sets.

Action Step 1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Mini-Assessments and Carnegie Cognitive Tutor Reports

Plan to Monitor Fidelity of Implementation of G25.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Carnegie Cognitive Tutor Reports

Plan to Monitor Effectiveness of G25.B1.S1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

MTSS/RtI Leadership Team

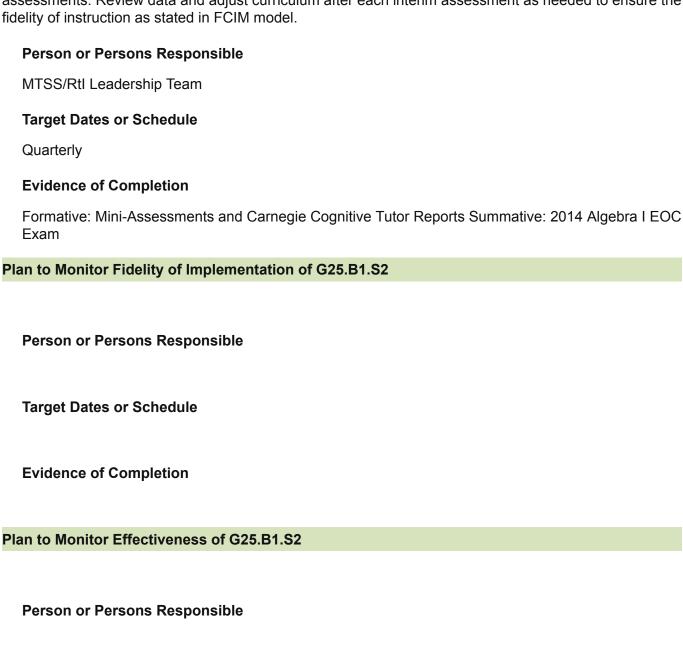**Target Dates or Schedule**

Quarterly

Evidence of Completion

Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

Plan to Monitor Fidelity of Implementation of G25.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G25.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G25.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G25.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G26. Learning Gains All: The results of the 2013 Algebra EOC Exam indicated that 72% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains.

G26.B1 Our goal for the 2013-2014 school year is 75% of students demonstrating overall learning gains. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ED subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be given more opportunities to practice using quadratic equations to solve real-world problems.

G26.B1.S1 Provide student with more practice using quadratic equations to solve real-world problems. Practice using Venn diagrams to identify relationships and patterns and to create an argument about the relationships between sets.

Action Step 1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Mini-Assessments and Carnegie Cognitive Tutor Reports

Plan to Monitor Fidelity of Implementation of G26.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Carnegie Cognitive Tutor Reports

Plan to Monitor Effectiveness of G26.B1.S1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

Plan to Monitor Fidelity of Implementation of G26.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G26.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G26.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G26.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G27. Learning Gains Lowest 25%: The result of the 2013 Algebra EOC Exam indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains.

G27.B1 Our goal for the 2013-2014 school year is 69% of the lowest 25% will make learning gains. The area of deficiency as noted on the 2013 administration of the Algebra EOC Exam for the ED subgroup was Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack understanding rationals, radicals and quadratics. Students will be given opportunities to practice using more quadratic equations to solve real-world problems.

G27.B1.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using Venn diagram to identify relationships and patterns and to created an argument about the relationships between us.

Action Step 1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Mini-Assessments and Carnegie Cognitive Tutor Reports

Plan to Monitor Fidelity of Implementation of G27.B1.S1

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

Person or Persons Responsible

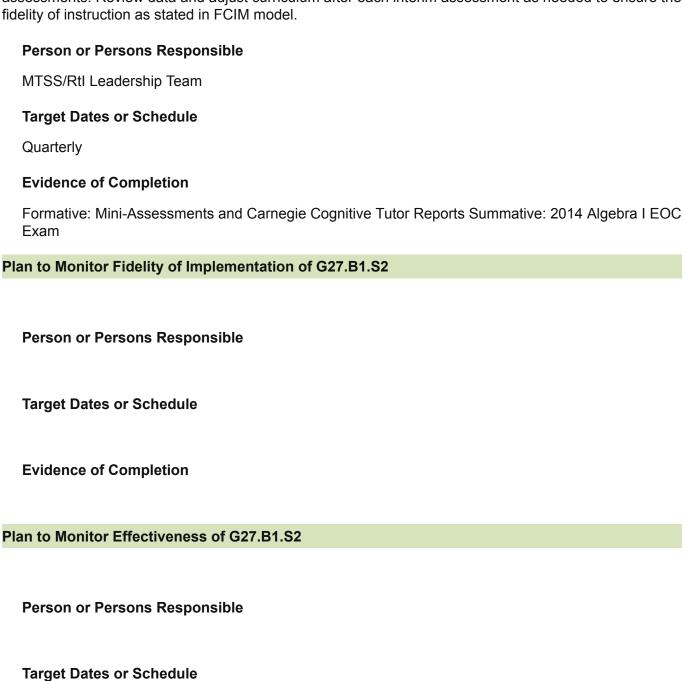MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Carnegie Cognitive Tutor Reports

Plan to Monitor Effectiveness of G27.B1.S1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Mini-Assessments and Carnegie Cognitive Tutor Reports Summative: 2014 Algebra I EOC Exam

Plan to Monitor Fidelity of Implementation of G27.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G27.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G27.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G27.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G28. Algebra EOC Level 4 and Above: The results of the 2013 Algebra I EOC Exam indicate that 9% of students achieved levels 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%.

G28.B1 Our goal for the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 11%. 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 will be provide with opportunities to practice quadratic equations to solve real-world problems.

G28.B1.S1 Provide students with more practice using quadratic equations to solve real-world problems. Practice using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.

Action Step 1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments

Plan to Monitor Fidelity of Implementation of G28.B1.S1

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

Person or Persons Responsible

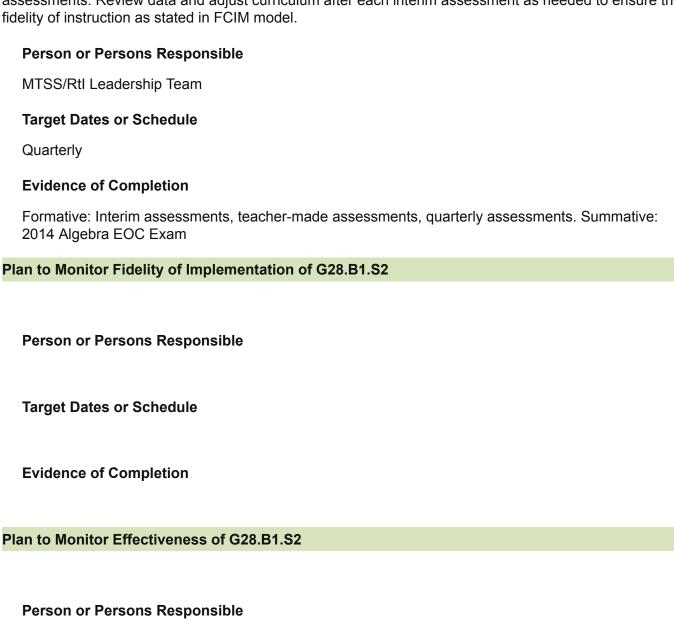MTSS/RtI Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim assessments and quarterly assessments

Plan to Monitor Effectiveness of G28.B1.S1

Teacher assessments focusing on the application of basic algebraic skills via teacher made assessments. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Interim assessments, teacher-made assessments, quarterly assessments. Summative: 2014 Algebra EOC Exam

Plan to Monitor Fidelity of Implementation of G28.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G28.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G28.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G28.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G29. Algebra EOC Level 3: The results of the 2013 Algebra I EOC Exam indicate that 39% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%.

G29.B1 Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 43%. 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.

G29.B1.S1 Align the Spring Board Program to the new generation standards and allot additional time and reinforcement of rationals, radicals and quadratics.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments

Plan to Monitor Fidelity of Implementation of G29.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Interim assessments and quarterly assessments

Plan to Monitor Effectiveness of G29.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Interim assessments, teacher-made assessments and Quarterly assessments
Summative: 2014 Algebra I EOC Exam

Plan to Monitor Fidelity of Implementation of G29.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G29.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G29.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G29.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G30. Geometry Levels 4 and Above: the results of the 2013 Geometry EOC Exam indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%.

G30.B1 Our goal of the 2013-2014 school year is to increase levels 4 and 5 student proficiency to 15%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Assessment in the are of Three Dimensional Geometry, specifically with inductive reasoning strategies.

G30.B1.S1 Provide inductive reasoning strategies that include discovery learning activities. Students will practice using methods of direct and indirect proof to determine whether a proof is logically valid utilizing a inquiry, project-based learning environment.

Action Step 1

Gizmos Usage reports, teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments and Gizmos Usage Reports

Plan to Monitor Fidelity of Implementation of G30.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Teacher made assessments and Gizmos Usage Reports

Plan to Monitor Effectiveness of G30.B1.S1

Gizmos usage reports and teacher made assessments. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Teacher made assessments and Gizmos Usage Reports Summative: 2014 Geometry EOC Exam

Plan to Monitor Fidelity of Implementation of G30.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G30.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G31. Geometry Level 3: The results of the 2013 Geometry EOC Exam indicate that 47% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%.

G31.B1 Our goal for the 2013-2014 school year is to increase level 3 student proficiency to 50%. The area of deficiency as noted on the 2013 administration of the Geometry EOC Assessment was Two- Dimensional Geometry, identifying slope, parallel lines, perpendicular lines and equations of lines.

G31.B1.S1 Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines through the use of Gizmos and Saturday school tutorial programs.

Action Step 1

Gizmos usage reports and teacher made assessments. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Mini assessments and Gizmos Usage Reports

Plan to Monitor Fidelity of Implementation of G31.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Mini assessments and Gizmos Usage Reports

Plan to Monitor Effectiveness of G31.B1.S1

Gizmos usage reports and teacher made assessments. Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Mini assessments and Gizmos Usage Reports Summative: 2014 Geometry EOC Exam

Plan to Monitor Fidelity of Implementation of G31.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G31.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G32. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 39%; the goal for the 2013 school is to attain 45% proficiency in the PERT Exam

G32.B1 Lack of student enrollment in courses such as Pre-Calculus and Calculus

G32.B1.S1 Through course articulation and college readiness requirements encourage enrollment in higher level Math courses; such as Pre-Calculus and Calculus

Action Step 1

Review student grades and recommend enrollment in higher level Math courses

Person or Persons Responsible

Teachers

Target Dates or Schedule

Annually

Evidence of Completion

Course selection forms

Plan to Monitor Fidelity of Implementation of G32.B1.S1

Review of course selection forms by Math Teachers and counselor

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Course selection forms Master Schedule

Plan to Monitor Effectiveness of G32.B1.S1

Review of course selection forms by Math teachers and counselor

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Annually

Evidence of Completion

Course selection forms Master Schedule

G33. Biology EOC Levels 4 and About: On the 2013 administration of the Biology EOC Assessment, 36% of students scored above proficiency. The expected level of performance for the 2013-2014 school year is 37% achieving proficiency.

G33.B1 The expected level of performance for the 2013-2014 school year is 37% achieving proficiency. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was in the Nature Science. Students have difficulties with inquiry based virtual experimentation.

G33.B1.S1 Incorporate inquiry based virtual science experiments. Provide all students the opportunity to design experiments using the process of science.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Interim Assessments

Plan to Monitor Fidelity of Implementation of G33.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G33.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Formative: Interim Assessments Summative: Results of the 2014 Biology EOC Exam

Plan to Monitor Fidelity of Implementation of G33.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G33.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G33.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G33.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G34. Biology EOC Level 3: On the 2013 administration of the Biology EOC Assessment, 42% of students achieved (Level 3)proficiency. The expected level of performance for the 2013-2014 school is 43% achieving proficiency.

G34.B1 The expected level of performance for the 2013-2014 school is 43% achieving proficiency. The area of deficiency as noted on the 2013 administration of the Biology EOC Assessment was in Life Sciences. Students have difficulties with creative and critical thinking skills.

G34.B1.S1 Foster creativity and critical thinking in students through cross curricular integration of skills. Provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences and to explain and write about their results and experiences.

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Teacher made assessments

Plan to Monitor Fidelity of Implementation of G34.B1.S1

Review data and adjust curriculum after each interim 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

Quarterly

Evidence of Completion

Interim Assessment and Teacher made assessments

Plan to Monitor Effectiveness of G34.B1.S1

Review data and adjust curriculum after each interim 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

On-going

Evidence of Completion

Formative: Interim Assessments and Teacher made assessments Summative: Results of 2014 Biology EOC Exam

Plan to Monitor Fidelity of Implementation of G34.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G34.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G34.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G34.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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 and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school).

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:
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release
time for these training sessions
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:
• Parent outreach activities
• Professional development on best practices for ESOL and content area teachers
• Coaching and mentoring for ESOL and content are teachers
Reading and supplementary instructional materials
Title VI, Part B - NA
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 (SAI)
Several extended learning opportunities exist for the Mater Academy East students. These include but are not limited to:
• Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
• Saturday tutoring offered for 6 weeks prior to testing month
• FCAT explorer assignments given to address specific learning needs; and targeted student based on each student's individual learning and baseline assessments
• 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 Mater Academy East. 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 National Academy Foundation's Academy of Finance. This program offers the students an opportunity to engage in the
school's challenging curriculum with electives in the areas of business, finance, 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 Mater Academy High School in an effort to intervene and inform the students about violence prevention.
Nutrition Programs

Mater Academy East 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 Mater Academy East 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 at home school

Career and Technical Education

Mater Academy East Charter High School is affiliated with the National Academy Foundation's Academy of Finance. MEH is committed to implement the Academy of Finance into its curriculum. Math is a strong point amongst our student body; the Academy of Finance is a perfect fit to expose our students to a curriculum revolving around Math and Business. 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 MEH are on track to become first generation high school graduates. Our goal is to establish a curriculum around the pillars of the NAF 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 Business and Finance throughout their high school careers. Cross-curricular components to our master schedule will allow for the students enrolled in the AOF to work as a cohort group and the subject area teachers to do the same. This will result in strong relationships amongst the students and teachers who will be uniting their subject areas with the vision and mission of the NAF-AOF 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 postsecondary 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 postsecondary technical credits in high school provides more opportunities for students to complete 2 to 4 years postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary

will strengthen with the integration of academic and career technical components and a coherent sequence of

courses.

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

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

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

G10. Increase enrollment of students participating in CTE courses

G10.B5 Increase number of industry certifications teachers currently hold

G10.B5.S1 Have teachers that are currently industry certified acquire industry certification in another field

PD Opportunity 1

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Facilitator

MDCPS Academy of Finance - Industry Certification Facilitators

Participants

CTE Course Teachers

Target Dates or Schedule

Quarterly - PD Attendance

Evidence of Completion

Industry Certification

PD Opportunity 2

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Facilitator

MDCPS Academy of Finance - Industry Certification Facilitators

Participants

CTE Course Teachers

Target Dates or Schedule

Quarterly - PD Attendance

Evidence of Completion

Industry Certification

G15. Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.

G15.B1 Our goal is to increase student proficiency 33 percentage points to 35%. As noted in the administration of the 2013 FCAT Reading Test, the Black subgroup did not make satisfactory progress Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text. Students will be provide with supplemental instruction in the area of vocabulary.

G15.B1.S1 Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

PD Opportunity 1

Monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Mini-assessments.

G18. Learning Gains All: The results of the 2013 FCAT Reading Test indicate that 63% of students demonstrated overall learning gains. Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains.

G18.B1 Our goal for the 2013-2014 school year is 67% of students demonstrating overall learning gains. As noted on the 2013 administration of the FCAT Reading Test, the percentage of students making learning gains was 63%. Students demonstrated limited understanding in Reporting Category 2, Reading Application. Students are unable to utilize technology that reviews and summarizes main reading points.

G18.B1.S1 Update computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus, Achieve 3000, Spring Board and FCAT Explorer. Twice a week pull-out tutorial program that allows students to utilize lab to reinforce comprehension, vocabulary and fluency skills.

PD Opportunity 1

Review Reading Plus usage reports and progress on FCAT Explorer. Springboard assessments Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus/FCAT Explorer Reports, Springboard assessments.

G19. Learning Gain Lowest 25%: The results of the 2013 FCAT Reading Test indicate that 59% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is 63% of the lowest 25% will make learning gains.

G19.B1 Our goal for the 2013-2014 school year is 63% of the lowest 25% will making learning gains. As noted on the 2013 administration of the FCAT Reading Test, the number of students in the lowest 25% making learning gains increased to 59% as compared to the 2012 FCAT Reading Test. Students have limited understanding of Reporting Category 1, vocabulary and comprehension skills need to understand grade level text. Students will be given the opportunity to build skills and academic growth in the area of fluency and comprehension.

G19.B1.S1 Build skills and academic growth in the area of fluency and comprehension by using the Jamestown Timed Readers and FCAT Coach materials during Saturday and afternoon tutorials. Utilize Jamestown Navigator and Reading Plus with students in Intensive Reading courses in order to build fluency, vocabulary and comprehension skills.

PD Opportunity 1

Review charted student progress generated from Jamestown Timed Readers. Review Reading Plus usage reports. Implement strategy based mini-assessments as part of Silent Reading Block Review data and adjust curriculum after each interim assessment as needed to ensure fidelity of instruction as stated in FCIM model.

Facilitator

Reading Coach

Participants

All Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Jamestown Timed Readings, mini-assessments and Reading Plus Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G10.	Increase enrollment of students participating in CTE courses	$1,500
G12.	Decrease the number of students who miss 10% or more; grade 9 students with absences within the first 20 days and fail two or more courses, increase student GPA, as well improve student behavior.	$1,500
G15.	Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.	$1,000
G20.	Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam	$1,760
	Total	$5,760

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
FEFP		$4,000	$4,000
EESAC		$1,760	$1,760
Total		$5,760	$5,760

Budget Details

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

G10. Increase enrollment of students participating in CTE courses

G10.B3 Increase the number of students taking CTE exams by 10%

G10.B3.S1 All students enrolled in CTE courses will be required to take at least one industry certification exam

Action Step 1

Prepare all students in CTE course for at least one industry certification exam

Resource Type

Evidence-Based Program

Resource

Substitute coverage for teachers attending Industry certification training

Funding Source

FEFP

Amount Needed

$500

G10.B5 Increase number of industry certifications teachers currently hold

G10.B5.S1 Have teachers that are currently industry certified acquire industry certification in another field

Action Step 1

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Resource Type

Evidence-Based Program

Resource

Substitute coverage for teachers attending Industry certification training

Funding Source

FEFP

Amount Needed

$500

Action Step 2

Teachers currently teaching CTE courses will need to acquire industry certification in an additional area

Resource Type

Evidence-Based Program

Resource

Substitute coverage for teachers attending Industry certification training

Funding Source

FEFP

Amount Needed

$500

G12. Decrease the number of students who miss 10% or more; grade 9 students with absences within the first 20 days and fail two or more courses, increase student GPA, as well improve student behavior.

G12.B1 The number of students who miss 10% or more instructional time will decrease by 1 percentage point

G12.B1.S1 There are limited opportunities to recognize student for daily attendance and satisfactory achievement.

Action Step 1

Provide incentives for compliance through the use of Elementary and Secondary SPOT School CIS will contact parents and maintain log of parents contacted to inform them of the student's progress.

Resource Type

Evidence-Based Program

Resource

Incentives program for attendance

Funding Source

FEFP

Amount Needed

$1,500

G15. Reading Black: The results of the 2013 FCAT Reading Test indicate that 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency 33 percentage points to 66%.

G15.B1 Our goal is to increase student proficiency 33 percentage points to 35%. As noted in the administration of the 2013 FCAT Reading Test, the Black subgroup did not make satisfactory progress Appropriate and timely placement of students in interventions has been an obstacle. Students lack necessary vocabulary to understand grade level text. Students will be provide with supplemental instruction in the area of vocabulary.

G15.B1.S1 Provide supplemental instruction in the area of vocabulary using word maps, context clues, word relationships, and multiple meaning words through pullout tutorial program.

Action Step 1

Monitor student progress and the effectiveness of program delivery using intervention assessments. Provide mini-assessments in the area of vocabulary. Review data and adjust curriculum after each interim assessment as needed to ensure the fidelity of instruction as stated in FCIM model.

Resource Type

Evidence-Based Program

Resource

FCAT Reading Tutorial books

Funding Source

FEFP

Amount Needed

$1,000

G20. Student achievement on Postsecondary Readiness Assessment in Math for 2012 was at 61%; the goal for the 2013 school is to attain 65% proficiency in the PERT Exam

G20.B1 Student enrollment in Intensive reading courses in the 11th and 12th grade has increased

G20.B1.S1 Offer students opportunities for remediation in Reading instruction during Intensive reading course, 8th period reading block, and as part of the Saturday tutorial program

Action Step 1

Enroll students in additional Reading practice opportunities

Resource Type

Evidence-Based Program

Resource

Saturday tutorial program - teacher salaries

Funding Source

EESAC

Amount Needed

$1,760