

2013-2014 SCHOOL IMPROVEMENT PLAN

Mater Virtual Academy Charter Middle/High School
17300 NW 87TH AVE
Hialeah, FL 33015
305-512-3917

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

63%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

81%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
NOT GRADED				

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 Virtual Acad Charter Middle/High School

Principal

Robert Blanch/Francisco Jimenez

School Advisory Council chair

George Groezinger

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

Name	Title
George Groezinger	EESAC Chair
Matthew Beiule	Test Chairperson
Allison Siegel	Academic Coach
Rocio Rodriguez	Academic Coach
Silvina Macho	Academic Advisor

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, Vice Principal – 1, UTD steward – 1, teachers – 2, parents – 2, student – 2,

Involvement of the SAC in the development of the SIP

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup.

Activities of the SAC for the upcoming school year

The EESAC Committee will ensure that funds allocated for instructional supplies that foster student success are spent appropriately. In addition formative assessments results will be analyzed, data

disaggregated, instruction adjusted and interventions implemented that ensure that all students have a maximum opportunity to perform at grade-level mastery on summative assessments.

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

The school will use their allocated EESAC funds for the purchase of an SAT Prep program. The cost of the program is 50.00.

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

Not In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Robert Blanch/Francisco Jimenez

Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

BS in Biology and MS in Educational Leadership from Barry University.

2013 – School Grade = A
 Rdg. Proficiency, 75%
 Math Proficiency, 76%
 Rdg. Lrg. Gains, 76 points
 Math Lrg. Gains, 75points
 Rdg. Imp. of Lowest 25% -
 79 points
 Math Imp. of Lowest 25% -
 66 points
 Rdg. AMO –68%
 Math AMO–71%
 2012 – School Grade = A
 Rdg. Proficiency, 66%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 61 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO 65%
 Math AMO–68%
 2011 – School Grade = B
 Rdg. Proficiency, 68%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 68 points
 2010 – School Grade = A
 Rdg. Proficiency, 61%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% -
 57 points
 Math Imp. of Lowest 25% -
 82 points
 2009 – School Grade = A
 Rdg. Proficiency, 45%
 Math Proficiency, 88%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 85 points

Performance Record

Rdg. Imp. of Lowest 25% -
51 points
Math Imp. of Lowest 25% -
87 points

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based Areas	Years as Coach:	Years at Current School:
Credentials	[none selected]	
Performance Record		

Classroom Teachers

of classroom teachers

7

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

1429%

certified in-field

100, 1429%

ESOL endorsed

100, 1429%

reading endorsed

28, 400%

with advanced degrees

50, 714%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

71, 1014%

with 6-14 years of experience

29, 414%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Teachers are selected from existing teachers from our various successful schools. Teachers incorporated into a virtual learning community that promotes collegiality and active exchanges of ideas.

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

New teachers at Mater Virtual Academy are paired with an academic coach who guides those those individuals with the Best Practices to instruct virtual educational students. Individuals must participate in weekly professional learning communities, coaching and planning sessions, and meet with the school's administrator to discuss student progress.

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

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

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

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety,

school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

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

Rtl leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
- With these parameters in mind, our leadership team consists of:

Principal
Vice Principal
Assistant Principal
Test Chair
EESAC Chair
Guidance Counselors
Department Heads
Teachers
Coaches

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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

FAIR Assessments

- CELLA Assessment
- Baseline Assessments
- Pre and Post Tests
- Interim Assessments
- FCAT Scores
- EOC Scores
- Teacher Formative and Summative Assessments
- Student Portfolios
- IEP's
- Suspension Rates
- Attendance Rates

2. Data is analyzed and disaggregated first by the MTSS/RtI leadership team, interventions are planned, responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.

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

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

1. MTSS leadership is vital, therefore, in building our team we have considered the following:

- Administrators will ensure commitment and allocate resources
- Teachers will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group levels.
- Team members will meet to review consensus, infrastructure, and implementation of MTSS

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group Community stakeholders

Literacy Leadership Team (LLT)

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

Name	Title
Francisco Jimenez	Principal
Rocio Rodriguez	Academic Coach
Elaine Chong	Language Arts Teacher
Alison Seigel	Academic Coach
April Macadangdang	Language Arts Teacher

How the school-based LLT functions

1. The Literacy Team will meet monthly to analyze and disaggregate data.
2. The role of the LLT is to work on constantly reviewing and modifying our literacy efforts for the school year based on areas of needed improvement.
3. The LLT will train faculty and staff on the school's literacy initiatives through professional development and departmental meetings
4. There will be at least one member of the LLT to attend all EESAC meetings to report the LLT efforts to all stakeholders.

Major initiatives of the LLT

1. Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.
2. All teachers will promote reading and writing skills in their classrooms.
3. All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.
4. The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms

Every Teacher Contributes to Reading Instruction

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

At Mater Virtual Academy all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained. The establishment of a literacy leadership team will help facilitate many professional developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.

The Literacy Leadership Team will be responsible for monitoring that reading strategies are taught across the curriculum and in every classroom.

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

Courses are correlated to the Common Core curricula and the the Sunshine State Standards. Students are encouraged to enroll in four consecutive years of Language Arts, Math, Science, and Social Studies. According to the literature, students that enroll in these courses throughout their high school careers have a higher success rate at the post secondary level when compared to their peers.

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

The school's counselor meets with each student on an individual basis. During these meetings, students are advised of their current academic standing. In addition, these students are advised about their college plans and how the schools curricula will support their post secondary educational goals.

Strategies for improving student readiness for the public postsecondary level

The school will implement various strategies to improve the post secondary performance of it's graduates:

1. All junior and senior level students will receive instruction on the SAT prior to the exam.
2. Students will meet with the schools counselor to discuss and plan their courses to align with their post secondary plans.
3. Students will have access to both Advanced Placement courses and Dual Enrollment courses.
4. Every teacher will emphasize reading as a fundamental skill for success at the post secondary level.
5. Students in need of remediation will receive additional instruction to improve their academic needs.

Expected Improvements

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

Area 1: Reading

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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	28%	35%
Students scoring at or above Achievement Level 4	12	43%	46%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.			66%

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	12	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		70%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		14%

Florida Alternate Assessment (FAA)

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

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	16%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	16%

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	50%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	21%	25%
Students scoring at or above Achievement Level 4	12	25%	27%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	13%	17%
Students scoring at or above Achievement Level 4	12	33%	35%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	25%	29%
Students scoring at or above Achievement Level 4	12	25%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	59%	61%
Students scoring at or above Achievement Level 4	12	18%	18%

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)	0		2
Participation in STEM-related experiences provided for students	0	0%	16%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	6	100%	100%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		50%	55%
Students taking one or more advanced placement exams for STEM-related courses	3	20%	25%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

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

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	6%	5%
Students in ninth grade with one or more absences within the first 20 days	12	0%	0%
Students in ninth grade who fail two or more courses in any subject	12	50%	49%
Students with grade point average less than 2.0	12	43%	42%
Students who fail to progress on-time to tenth grade	12	0%	0%
Students who receive two or more behavior referrals	12	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	12	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	12	3%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	12	79%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Parents have limited understanding of student data (Baseline, Mid-Year, and FCAT) and how it affects teaching and learning. Parents also have a limited understanding of the Student Code of Conduct. Through EESAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
EESAC meeting participation	12	15%	20%

Area 10: Additional Targets**Additional targets for the school**

n/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a	n/a	n/a%	n/a%

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.
- G2.** On the 2013 Writing FCAT 2.0, student proficiency level was at 25%. Our goal is to increase student proficiency level to 52% on the 2014 Writing FCAT indicating an increase of 27 percentage points.
- G3.** The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.
- G4.** On the 2013 school year for Middle School Acceleration, participation in mathematics was at 10% and performance was at 50%. Our goal is to increase participation to 33% and performance to 55% on the 2014 mathematics assessment.
- G5.** On the 2013 Algebra 1 EOC Test, student proficiency level was at 0%. Our goal is to increase student proficiency level to 80% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.
- G6.** On the 2013 Geometry EOC Test, student proficiency level was at 46%. Our goal is to increase student proficiency level to 52% on the 2014 Geometry EOC Assessment indicating an increase of 6 percentage points.
- G7.** On the 2013 Science FCAT 2.0, student proficiency level was at 47%. Our goal is to increase student proficiency level to 50% on the 2014 Science FCAT indicating an increase of 3 percentage points.
- G8.** On the 2013 Biology EOC Baseline Test, the student proficiency level was at 10%. Our goal is to increase the student proficiency level to 33% on the 2014 Biology EOC Test indicating an increase of 23 percentage points.
- G9.** In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.
- G10.** Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.
- G11.** On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points .

- G12.** Our goal is to decrease the amount of students missing 10% or more of instructional progress based n the teachers planned instructional unit.
- G13.** Our goal is to increase the graduation rate of students from 0% to 35%.
- G14.** Our goal is to increase the participation of Parents from 0% to 35%.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Reading Plus and teaching reading strategies across the curriculum are both resources that will support the inclusion of Reading Comprehension strategies in the virtual environment.

Targeted Barriers to Achieving the Goal

- Our White student population demonstrated that only 67% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 95% of our White Population to be proficient.

Plan to Monitor Progress Toward the Goal

Bi-Weekly assessment results will be monitored as well as Interim Assessment results to ensure that students are making adequate progress.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Interim assessment data will be evaluated to ensure that students are performing at targeted levels.

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 25%. Our goal is to increase student proficiency level to 52% on the 2014 Writing FCAT indicating an increase of 27 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- College Board Springboard language arts materials.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and puncutation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

Plan to Monitor Progress Toward the Goal

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule:

Weekly

Evidence of Completion:

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of thought, grammar and punctuation.

G3. The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- iXL Mathematics

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the administration of the FCAT Mathematics Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

Plan to Monitor Progress Toward the Goal

2014 FCAT Mathematics 2.0

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule:

April 2014

Evidence of Completion:

Percentage of students scoring proficient on 2014 FCAT 2.0 Mathematics will assessed to ensure that AMO targets have been reached.

G4. On the 2013 school year for Middle School Acceleration, participation in mathematics was at 10% and performance was at 50%. Our goal is to increase participation to 33% and performance to 55% on the 2014 mathematics assessment.

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- iXEL Mathematics

Targeted Barriers to Achieving the Goal

- With so few middle school students, the school will advise students that are capable of performing at an advanced level into those high school leveled courses.

Plan to Monitor Progress Toward the Goal

Advisement of Middle School students into high school courses

Person or Persons Responsible

Principal

Target Dates or Schedule:

June 2014

Evidence of Completion:

Percentage of middle school students enrolled in high school courses.

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 0%. Our goal is to increase student proficiency level to 80% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

Targets Supported

- Math (Middle School Acceleration, High School)
- Algebra 1 EOC

Resources Available to Support the Goal

- iXEL Mathematics

Targeted Barriers to Achieving the Goal

- The results of the 2014 EOC Algebra 1 baseline exam indicate that 39 % of all students demonstrated proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13% percentage points to 52%.

Plan to Monitor Progress Toward the Goal

2014 EOC Algebra 1 exam

Person or Persons Responsible

Principal

Target Dates or Schedule:

April 2014

Evidence of Completion:

Percentage of students scoring proficient on 2014 EOC Algebra 1 exam will be assessed to ensure that the targets have been reached.

G6. On the 2013 Geometry EOC Test, student proficiency level was at 46%. Our goal is to increase student proficiency level to 52% on the 2014 Geometry EOC Assessment indicating an increase of 6 percentage points.

Targets Supported

- Math (High School, High School AMO's)
- Geometry EOC

Resources Available to Support the Goal

- IXEL Mathematics

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the administration of the 2013 Geometry EOC Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

Plan to Monitor Progress Toward the Goal

2013 Geometry EOC Test

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Percentage of students scoring proficient on 2013 Geometry EOC Test will be assessed to ensure that the targets have been reached.

G7. On the 2013 Science FCAT 2.0, student proficiency level was at 47%. Our goal is to increase student proficiency level to 50% on the 2014 Science FCAT indicating an increase of 3 percentage points.

Targets Supported

- Science
- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- Virtual Labs through the Learning Management System

Targeted Barriers to Achieving the Goal

- Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

Plan to Monitor Progress Toward the Goal

Provide students with practical applications of scientific notions.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students report once a month to a physical campus to meet with their teacher.

G8. On the 2013 Biology EOC Baseline Test, the student proficiency level was at 10%. Our goal is to increase the student proficiency level to 33% on the 2014 Biology EOC Test indicating an increase of 23 percentage points.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Virtual Labs through the Learning Management System

Targeted Barriers to Achieving the Goal

- Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

Plan to Monitor Progress Toward the Goal

Provide students with practical applications of scientific notions.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students report once a month to a physical campus to meet with their teacher.

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Advising students to participate in STEM related events

Targeted Barriers to Achieving the Goal

- Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

Plan to Monitor Progress Toward the Goal

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities.

Person or Persons Responsible

Counselor and Academic Coach

Target Dates or Schedule:

Semi Annual

Evidence of Completion:

Students that are capable of performing at advanced levels will enroll in at least 1 event per year.

G10. Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Student Advisement

Targeted Barriers to Achieving the Goal

- The virtual educational setting makes it difficult for students to receive the practical aspects of CTE courses.

Plan to Monitor Progress Toward the Goal

Students enrolling and participating in CTE related courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule:

June 2014

Evidence of Completion:

Students enrolling in CTE related courses.

G11. On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Pearson Civics material

Targeted Barriers to Achieving the Goal

- Our population demonstrated that only 42% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 52% of our White Population to be proficient.

Plan to Monitor Progress Toward the Goal

Increasing the number of students demonstrating proficiency on the 2014 Civics EOC test

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Interim assessment data will be evaluated to ensure that students are performing at targeted levels.

G12. Our goal is to decrease the amount of students missing 10% or more of instructional progress based on the teachers planned instructional unit.

Targets Supported

- EWS
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Student communication via email and telephone

Targeted Barriers to Achieving the Goal

- Because of the Virtual setting students require additional supervision and support from parents, teachers and academic coach.

Plan to Monitor Progress Toward the Goal

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule:

Weekly

Evidence of Completion:

The analysis of the schools weekly progress reports.

G13. Our goal is to increase the graduation rate of students from 0% to 35%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- The advisement of students with regards to their graduation status

Targeted Barriers to Achieving the Goal

- Because of the Virtual setting students require additional supervision and support from parents, teachers and academic coach.

Plan to Monitor Progress Toward the Goal

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach, Counselor and Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Students and Parents will receive weekly progress reports.

G14. Our goal is to increase the participation of Parents from 0% to 35%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Skype and Virtual Meetings

Targeted Barriers to Achieving the Goal

- The hours at which the session occur may not be compatible with the parents work schedule.

Plan to Monitor Progress Toward the Goal

Parents accessing the meeting information in a timely manner.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

The number of log ins from parents to the posted video and recordings of the meeting.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.

G1.B1 Our White student population demonstrated that only 67% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 95% of our White Population to be proficient.

G1.B1.S1 Students should practice with the Reading Plus program in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and- answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum. In addition, Reading Plus will be used in Language Arts classes and Reading classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Assessment(s)- Formative: Mini Assessments, Baseline and Interim Assessment test, Summative: 2014 FCAT 2.0 Reading

Facilitator:

Academic Coach

Participants:

All Language Arts Teachers

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

2014 Reading FCAT 2.0

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Percentage of students scoring proficient on 2014 FCAT 2.0 Reading will assessed to ensure that AMO targets have been reached.

Plan to Monitor Effectiveness of G1.B1.S1

2014 Reading FCAT 2.0

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

April 2014

Evidence of Completion

Percentage of students scoring proficient on 2014 FCAT 2.0 Reading will assessed to ensure that AMO targets have been reached.

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 25%. Our goal is to increase student proficiency level to 52% on the 2014 Writing FCAT indicating an increase of 27 percentage points.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and punctuation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

G2.B1.S1 The students will write weekly blogs through the learning management system that emphasizes content, clarity of thought, grammar and punctuation.

Action Step 1

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Person or Persons Responsible

Academic coach and teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of thought, grammar and punctuation.

Facilitator:

Teacher education center

Participants:

Language Arts and Social Studies teachers

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

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Person or Persons Responsible

Language Arts teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of thought, grammar and punctuation.

Plan to Monitor Effectiveness of G2.B1.S1

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of thought, grammar and punctuation.

G3. The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.

G3.B1 The area of deficiency as noted on the administration of the FCAT Mathematics Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G3.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Person or Persons Responsible

Principal and Academic Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Teachers and students will have access to iXEL.

Facilitator:

George Groezinger and The Teacher Education Center

Participants:

Teachers of Mathematics

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

2014 FCAT Mathematics 2.0

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Percentage of students scoring proficient on 2014 FCAT 2.0 Mathematics will assessed to ensure that AMO targets have been reached.

Plan to Monitor Effectiveness of G3.B1.S1

2014 FCAT Mathematics 2.0

Person or Persons Responsible

Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Percentage of students scoring proficient on 2014 FCAT 2.0 Mathematics will assessed to ensure that AMO targets have been reached.

G4. On the 2013 school year for Middle School Acceleration, participation in mathematics was at 10% and performance was at 50%. Our goal is to increase participation to 33% and performance to 55% on the 2014 mathematics assessment.

G4.B1 With so few middle school students, the school will advise students that are capable of performing at an advanced level into those high school leveled courses.

G4.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these high school leveled courses.

Action Step 1

Advisement of students

Person or Persons Responsible

Academic Coach and counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

Facilitator:

Teacher Education Center

Participants:

School Counselor

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

Advisement of Students

Person or Persons Responsible

Academic Coach and counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

Plan to Monitor Effectiveness of G4.B1.S1

Advisement of Students

Person or Persons Responsible

Academic Coach and counselor

Target Dates or Schedule

June 2014

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 0%. Our goal is to increase student proficiency level to 80% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

G5.B1 The results of the 2014 EOC Algebra 1 baseline exam indicate that 39 % of all students demonstrated proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13% percentage points to 52%.

G5.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Percentage of students scoring proficient on 2014 EOC Algebra 1 exam will assessed to ensure that the targets have been reached.

Facilitator:

George Groezinger and the Teacher Education Center

Participants:

All Mathematics Teachers

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

2014 EOC Algebra 1 exam

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Percentage of students scoring proficient on 2014 EOC Algebra 1 exam will be assessed to ensure that the targets have been reached.

Plan to Monitor Effectiveness of G5.B1.S1

2014 EOC Algebra 1 exam

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

April 2014

Evidence of Completion

Percentage of students scoring proficient on 2014 EOC Algebra 1 exam will be assessed to ensure that the targets have been reached.

G6. On the 2013 Geometry EOC Test, student proficiency level was at 46%. Our goal is to increase student proficiency level to 52% on the 2014 Geometry EOC Assessment indicating an increase of 6 percentage points.

G6.B1 The area of deficiency as noted on the administration of the 2013 Geometry EOC Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G6.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Bi- Weekly

Evidence of Completion

Percentage of students scoring proficient on 2013 Geometry EOC Test will assessed to ensure that the targets have been reached.

Facilitator:

George Groezinger and the Teacher Education Center

Participants:

All Mathematics teachers

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

2013 Geometry EOC Test

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Percentage of students scoring proficient on 2013 Geometry EOC Test will assessed to ensure that the targets have been reached.

Plan to Monitor Effectiveness of G6.B1.S1

2013 Geometry EOC Test

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Percentage of students scoring proficient on 2013 Geometry EOC Test will assessed to ensure that the targets have been reached.

G7. On the 2013 Science FCAT 2.0, student proficiency level was at 47%. Our goal is to increase student proficiency level to 50% on the 2014 Science FCAT indicating an increase of 3 percentage points.

G7.B1 Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

G7.B1.S1 Students will have the opportunity to visit their physical teacher and practice the theoretical notion of the various science concepts to obtain mastery.

Action Step 1

Provide students with practical applications of scientific notions.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

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

Provide students with practical applications of scientific notions.

Person or Persons Responsible

Academic Coach and teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

Plan to Monitor Effectiveness of G7.B1.S1

Provide students with practical applications of scientific notions.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

G8. On the 2013 Biology EOC Baseline Test, the student proficiency level was at 10%. Our goal is to increase the student proficiency level to 33% on the 2014 Biology EOC Test indicating an increase of 23 percentage points.

G8.B1 Students may encounter difficulties applying the theoretical knowledge to the physical lab experiment.

G8.B1.S1 Students will have the opportunity to visit their physical teacher and practice the theoretical notion of the various science concepts to obtain mastery.

Action Step 1

To provide students with the opportunity to connect the theoretical aspects of Biology to Real life applications in a lab setting.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

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

To provide students with the opportunity to connect the theoretical aspects of Biology to Real life applications in a lab setting.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

Plan to Monitor Effectiveness of G8.B1.S1

To provide students with the opportunity to connect the theoretical aspects of Biology to Real life applications in a lab setting.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Students report once a month to a physical campus to meet with their teacher.

G9. In order to increase the student enrollment in STEM-related courses, we need to increase the number of experiences from 4 to 10 and percent of participation from 24% to 28% in STEM related courses for all students.

G9.B1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related Events.

G9.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities.

Action Step 1

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities.

Person or Persons Responsible

Counselor and Academic Coach

Target Dates or Schedule

Semi Annual

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year.

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

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities.

Person or Persons Responsible

Counselor and Academic Coach

Target Dates or Schedule

Semi Annual

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year.

Plan to Monitor Effectiveness of G9.B1.S1

Students that are capable of performing at advanced levels will be advised to enroll in these STEM related activities.

Person or Persons Responsible

Counselor and Academic Coach

Target Dates or Schedule

Semi Annual

Evidence of Completion

Students that are capable of performing at advanced levels will enroll in at least 1 event per year.

G9.B1.S2 Parents of students capable of performing at advanced levels will be contacted and advised of the availability of CTE related courses.

Action Step 1

Parents of students capable of performing at advanced levels will be contacted and advised of the availability of CTE related courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Annually

Evidence of Completion

The number of students enrolled in STEM courses will be evaluated annually.

Plan to Monitor Fidelity of Implementation of G9.B1.S2

STEM activity participation logs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

STEM activity participation logs

Plan to Monitor Effectiveness of G9.B1.S2

STEM activity participation logs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

STEM activity participation logs

G10. Our goal is to increase the participation and passing rate of students taking the CTE industry certification exams from 0% to 15%.

G10.B1 The virtual educational setting makes it difficult for students to receive the practical aspects of CTE courses.

G10.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these CTE related courses and locate centers that will provide the hands on activities for these courses.

Action Step 1

Students enrolling and participating in CTE related courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule

June 2014

Evidence of Completion

Students enrolling in CTE related courses.

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

Students enrolling and participating in CTE related courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule

June 2014

Evidence of Completion

Students enrolling in CTE related courses.

Plan to Monitor Effectiveness of G10.B1.S1

Students enrolling and participating in CTE related courses.

Person or Persons Responsible

Counselors

Target Dates or Schedule

June 2014

Evidence of Completion

Students enrolling in CTE related courses.

G10.B1.S2 Parents of students capable of performing at advanced levels will be contacted and advised of the availability of CTE related courses.

Action Step 1

Parents of students capable of performing at advanced levels will be contacted and advised of the availability of CTE related courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Annually

Evidence of Completion

The number of students enrolled in CTE courses will be evaluated annually.

Plan to Monitor Fidelity of Implementation of G10.B1.S2

CTE enrollment statistics

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CTE enrollment statistics

Plan to Monitor Effectiveness of G10.B1.S2

CTE enrollment statistics

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CTE enrollment statistics

G11. On the 2013 Civics EOC Test, baseline student proficiency was 0%. Our goal is to increase student proficiency level to 30% on the 2014 Civics EOC Assessment indicating an increase of 5 percentage points .

G11.B1 Our population demonstrated that only 42% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 52% of our White Population to be proficient.

G11.B1.S1 Students should practice with the Reading Plus program in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and- answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

Increasing the number of students demonstrating proficiency on the 2014 Civics EOC test

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim assessment data will be evaluated to ensure that students are performing at targeted levels.

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

Increasing the number of students demonstrating proficiency on the 2014 Civics EOC test

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim assessment data will be evaluated to ensure that students are performing at targeted levels.

Plan to Monitor Effectiveness of G11.B1.S1

Increasing the number of students demonstrating proficiency on the 2014 Civics EOC test

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Interim assessment data will be evaluated to ensure that students are performing at targeted levels.

G11.B1.S2 Grade-level appropriate vocabulary which leads to reading comprehension will be taught at all levels.

Action Step 1

Grade-level appropriate vocabulary which leads to reading comprehension will be taught at all levels.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Results of Interim Assessments.

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

Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Observations

Plan to Monitor Effectiveness of G11.B1.S2

2014 Civics EOC results

Person or Persons Responsible

Administration

Target Dates or Schedule

Spring 2014

Evidence of Completion

2014 Civics EOC results

G12. Our goal is to decrease the amount of students missing 10% or more of instructional progress based on the teachers planned instructional unit.

G12.B1 Because of the Virtual setting students require additional supervision and support from parents, teachers and academic coach.

G12.B1.S1 Students and Parents will receive weekly progress reports through the school's learning management system.

Action Step 1

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

The analysis of the schools weekly progress reports.

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

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

The analysis of the schools weekly progress reports.

Plan to Monitor Effectiveness of G12.B1.S1

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach and Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

The analysis of the schools weekly progress reports.

G13. Our goal is to increase the graduation rate of students from 0% to 35%.

G13.B1 Because of the Virtual setting students require additional supervision and support from parents, teachers and academic coach.

G13.B1.S1 Students and Parents will receive weekly progress reports through the school's learning management system.

Action Step 1

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach, Counselor and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Students and Parents will receive weekly progress reports.

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

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach, Counselor and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Students and Parents will receive weekly progress reports.

Plan to Monitor Effectiveness of G13.B1.S1

Students and Parents will receive weekly progress reports.

Person or Persons Responsible

Academic Coach, Counselor and Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Students and Parents will receive weekly progress reports.

G14. Our goal is to increase the participation of Parents from 0% to 35%.

G14.B1 The hours at which the session occur may not be compatible with the parents work schedule.

G14.B1.S1 Meeting will be recorded and added the the schools learning management system so that parents can access the information at a later date.

Action Step 1

Parents accessing the meeting information in a timely manner.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

The number of log ins from parents to the posted video and recordings of the meeting.

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

Parents accessing the meeting information in a timely manner.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

The number of log ins from parents to the posted video and recordings of the meeting.

Plan to Monitor Effectiveness of G14.B1.S1

Parents accessing the meeting information in a timely manner.

Person or Persons Responsible

Academic Coach and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

The number of log ins from parents to the posted video and recordings of the meeting.

Coordination and Integration

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.

G1.B1 Our White student population demonstrated that only 67% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 95% of our White Population to be proficient.

G1.B1.S1 Students should practice with the Reading Plus program in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.

PD Opportunity 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum. In addition, Reading Plus will be used in Language Arts classes and Reading classes.

Facilitator

Academic Coach

Participants

All Language Arts Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Assessment(s)- Formative: Mini Assessments, Baseline and Interim Assessment test, Summative: 2014 FCAT 2.0 Reading

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 25%. Our goal is to increase student proficiency level to 52% on the 2014 Writing FCAT indicating an increase of 27 percentage points.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and punctuation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

G2.B1.S1 The students will write weekly blogs through the learning management system that emphasizes content, clarity of thought, grammar and punctuation.

PD Opportunity 1

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Facilitator

Teacher education center

Participants

Language Arts and Social Studies teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Students will write a weekly blog with a topic that was assigned by their teacher to emphasize content, clarity of thought, grammar and punctuation.

G3. The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.

G3.B1 The area of deficiency as noted on the administration of the FCAT Mathematics Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G3.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

PD Opportunity 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Facilitator

George Groezinger and The Teacher Education Center

Participants

Teachers of Mathematics

Target Dates or Schedule

August 2013

Evidence of Completion

Teachers and students will have access to iXEL.

G4. On the 2013 school year for Middle School Acceleration, participation in mathematics was at 10% and performance was at 50%. Our goal is to increase participation to 33% and performance to 55% on the 2014 mathematics assessment.

G4.B1 With so few middle school students, the school will advise students that are capable of performing at an advanced level into those high school leveled courses.

G4.B1.S1 Students that are capable of performing at advanced levels will be advised to enroll in these high school leveled courses.

PD Opportunity 1

Advisement of students

Facilitator

Teacher Education Center

Participants

School Counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

Percentage of middle school students enrolled in high school courses.

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 0%. Our goal is to increase student proficiency level to 80% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

G5.B1 The results of the 2014 EOC Algebra 1 baseline exam indicate that 39 % of all students demonstrated proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13% percentage points to 52%.

G5.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

PD Opportunity 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Facilitator

George Groezinger and the Teacher Education Center

Participants

All Mathematics Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Percentage of students scoring proficient on 2014 EOC Algebra 1 exam will assessed to ensure that the targets have been reached.

G6. On the 2013 Geometry EOC Test, student proficiency level was at 46%. Our goal is to increase student proficiency level to 52% on the 2014 Geometry EOC Assessment indicating an increase of 6 percentage points.

G6.B1 The area of deficiency as noted on the administration of the 2013 Geometry EOC Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G6.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

PD Opportunity 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Facilitator

George Groezinger and the Teacher Education Center

Participants

All Mathematics teachers

Target Dates or Schedule

Bi- Weekly

Evidence of Completion

Percentage of students scoring proficient on 2013 Geometry EOC Test will assessed to ensure that the targets have been reached.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.	\$2,000
G3.	The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.	\$500
Total		\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Technology	Total
	\$0	\$0	\$0	\$0
Operating Account	\$0	\$0	\$2,000	\$2,000
none	\$0	\$0	\$0	\$0
EESAC Funds and Operating Account	\$0	\$0	\$500	\$500
Total	\$0	\$0	\$2,500	\$2,500

Budget Details

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

G1. On the 2013 Reading FCAT 2.0, student proficiency level was at 72%. Our goal is to increase student proficiency level to 81% on the 2014 Reading FCAT indicating an increase of 9 percentage points.

G1.B1 Our White student population demonstrated that only 67% were proficient in reading according to the results of the 2013 FCAT 2.0 Reading. Our AMO target is for 95% of our White Population to be proficient.

G1.B1.S1 Students should practice with the Reading Plus program in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and- answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.

Action Step 1

Reading Strategies will be provided to all teachers of students in Language Arts classes and across the curriculum. In addition, Reading Plus will be used in Language Arts classes and Reading classes.

Resource Type

Technology

Resource

Reading Plus

Funding Source

Operating Account

Amount Needed

\$2,000

G2. On the 2013 Writing FCAT 2.0, student proficiency level was at 25%. Our goal is to increase student proficiency level to 52% on the 2014 Writing FCAT indicating an increase of 27 percentage points.

G2.B1 The area of deficiency as noted on the 2013 administration of the FCAT 2.0 Writing test was recording Grammar and punctuation as the areas with the most area for improvement. Students are not given enough opportunities to write and analyze their prompts.

G2.B1.S1 The students will write weekly blogs through the learning management system that emphasizes content, clarity of thought, grammar and punctuation.

Action Step 1

Students practicing their writing skills that emphasize content, clarity of thought, grammar and punctuation.

Resource Type

Resource

Funding Source

Amount Needed

G3. The results of the 2013 Mathematics FCAT 2.0 test indicate that 42 % student proficiency. Our goal for the 2013-2014 Mathematics FCAT 2.0 is to increase student proficiency to 52% indicating an increase of 10 percentage points.

G3.B1 The area of deficiency as noted on the administration of the FCAT Mathematics Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G3.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Resource Type

Technology

Resource

iXEL Licenses for Studnets

Funding Source

EESAC Funds and Operating Account

Amount Needed

\$500

G5. On the 2013 Algebra 1 EOC Test, student proficiency level was at 0%. Our goal is to increase student proficiency level to 80% on the 2014 Algebra 1 EOC Assessment indicating an increase of one percentage point.

G5.B1 The results of the 2014 EOC Algebra 1 baseline exam indicate that 39 % of all students demonstrated proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 13% percentage points to 52%.

G5.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Resource Type

Evidence-Based Program

Resource

iXEL Program

Funding Source

Operating Account

Amount Needed

\$0

G6. On the 2013 Geometry EOC Test, student proficiency level was at 46%. Our goal is to increase student proficiency level to 52% on the 2014 Geometry EOC Assessment indicating an increase of 6 percentage points.

G6.B1 The area of deficiency as noted on the administration of the 2013 Geometry EOC Test was Reporting Category # 3: Geometry and Spatial Sense. Students lack opportunities to practice in these areas.

G6.B1.S1 Using iXEL we will infuse daily instruction to equip students with strategies to solve real-world application based problems. iXEL will be used to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.

Action Step 1

Purchase of iXEL license and access to iXEL will be given to Math Teachers and students.

Resource Type

Professional Development

Resource

In house Professional development for Mathematics Teachers

Funding Source

none

Amount Needed

\$0