



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dr Michael M. Krop Senior High

1410 NE 215TH ST

Miami, FL 33179

305-652-6808

<http://mkhs.dadeschools.net/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 79%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	23
Goals Detail	24
Action Plan for Improvement	39
Part III: Coordination and Integration	104
Appendix 1: Professional Development Plan to Support Goals	105
Appendix 2: Budget to Support Goals	117

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

Dr Michael M. Krop Senior High

Principal

Dawn M. Baglos

School Advisory Council chair

Regina Rosenfield

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

Name	Title
Dawn M. Baglos	Principal
Pamela A. Clappier	Assistant Principal
Regina Lowe-Smith	Assistant Principal
Daniel Ponkey	Assistant Principal
Beatriz Jorva	Assistant Principal Intern
Yvette Gittens	Language Arts Department Co-Chairperson
Margarita Perez	Language Arts Department Co-Chairperson
Virginia Olwell	Mathematics Department Co-Chairperson
Maria Marino	Mathematics Department Co-Chairperson
David Buncher	Science Department Co-Chairperson
Gary Feilich	Science Department Co-Chairperson
Connie Higgins	Social Studies Department Co-Chairperson
Mary Lee	Science Department Co-Chairperson
Elissa Rubinowitz	SPED Department Chairperson
Ruth Smith	Gifted Program Lead
Sandra Manfredi	Student Services Department Chairperson
Robert Hemp	Career & Technology Department Chairperson
Alina Feldman	Reading Department Chairperson
Elizabeth Morgan	Physical Education Department Chairperson
Marcela Tironi	ELL Department Chairperson
Xandra Lilavois	Test Chairperson
Phyllis Blanco	World Languages Department Chairperson
Mirtha Funcia	Fine Arts Department Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 5, Parents – 4, Educational Support - 1, student – 1, Business/Community Representative – 6

Involvement of the SAC in the development of the SIP

The SAC is always very instrumental in the development of the School Improvement Plan. This year, the SAC will review and approve the objectives and strategies that comprise the School Improvement Plan; monitor their effectiveness relative to changes in student achievement; and modify the strategies, when data indicates it is necessary.

Activities of the SAC for the upcoming school year

SAC will meet monthly, and, among other things, assist with the monitoring of the School Improvement Plan. In doing so, student achievement will be monitored and strategies for improvement will be discussed. .

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

SAC will provide funding for the purchase of turnitin.com licenses and to the principal for use in purchasing supplies and materials for teachers’ use. Funds will also be provided for the purchase of nutritious snacks for students taking the FCAT, EOC, and AP Exams

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dawn M. Baglos

Principal

Years as Administrator: 10

Years at Current School: 3

Credentials

B.S.- Elementary Education, FIU
 M.S.- Educational Leadership, FIU

Performance Record

2013 – School Grade = Pending
 Rdg. Proficiency, 58%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 68
 Math AMO – 52
 2012 – School Grade = A
 Rdg. Proficiency, 57%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 73 points
 Rdg. AMO – 64
 Math AMO – 47
 2011 – School Grade = A
 Rdg. Proficiency, 57%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 51 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – 60
 Math AMO – 54

Pamela A. Clappier

Asst Principal

Years as Administrator: 18

Years at Current School: 6

Credentials

Advanced B.A.- Independent Pattern of Study (Biology, Psychology, Exercise Physiology), Occidental College, Los Angeles, CA

M.S.- Exercise Physiology/Fitness Management, United States Sports Academy, Mobile, Alabama

Certification- Educational Leadership, State of Florida

Performance Record

2013 – School Grade = Pending

Rdg. Proficiency, 58%

Math Proficiency, 69%

Rdg. Lrg. Gains, 66 points

Math Lrg. Gains, 64 points

Rdg. Imp. of Lowest 25% - 66 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO – 68

Math AMO – 52

2012 – School Grade = A

Rdg. Proficiency, 57%

Math Proficiency, 62%

Rdg. Lrg. Gains, 67 points

Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 73 points

Rdg. AMO – 64

Math AMO – 47

2011 – School Grade = A

Rdg. Proficiency, 57%

Math Proficiency, 83%

Rdg. Lrg. Gains, 57 points

Math Lrg. Gains, 76 points

Rdg. Imp. of Lowest 25% - 51 points

Math Imp. of Lowest 25% - 67 points

Rdg. AMO – 61

Math AMO – 42

Regina Lowe-Smith

Asst Principal

Years as Administrator: 17

Years at Current School: 4

Credentials

B.S. – Biology, Florida Memorial University
 M.S. – Science, Nova Southeastern Univ.
 Certification – Educational Leadership, State of Florida

Performance Record

2013 – School Grade
 Rdg. Proficiency, 58%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 68
 Math AMO – 52
 2012 – School Grade
 Rdg. Proficiency, 57%
 Math Proficiency, 62%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 71 points
 Math Imp. of Lowest 25% -
 73 points
 Rdg. AMO – 64
 Math AMO – 47
 2011 – School Grade
 Rdg. Proficiency, 57%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 51 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – 61
 Math AMO – 42

Beatriz Jorva

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

B.S. – Education, Nova Southeastern University
 M.S. – TESOL, Nova Southeastern University
 Ph.D. – Education and Organizational Leadership, Nova Southeastern University

Performance Record

2013 – School Grade
 Rdg. Proficiency, 58%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO – 68
 Math AMO – 52

2012 – School Grade
 Rdg. Proficiency, 69%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 62 points
 Rdg. AMO – 56
 Math AMO – 42

2011 – School Grade
 Rdg. Proficiency, 69%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 62 points
 Rdg. AMO – 52
 Math AMO – 37

Daniel Ponkey

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

B.S. – Elementary Education, Barry University
 M.S. – Educational Leadership, Florida Atlantic University

Performance Record

2013 – School Grade
 Rdg. Proficiency, 58%
 Math Proficiency, 69%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 65 points
 Rdg. AMO – 68
 Math AMO – 52
 2012 – School Grade
 Rdg. Proficiency, 60%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 68 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 53 points
 Rdg. AMO – 63
 Math AMO – 58
 2011 – School Grade
 Rdg. Proficiency, 70%
 Math Proficiency, 67%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 68 points
 Rdg. AMO – 60
 Math AMO– 54

Classroom Teachers

of classroom teachers

123

receiving effective rating or higher

123, 100%

Highly Qualified Teachers

71%

certified in-field

118, 96%

ESOL endorsed

17, 14%

reading endorsed

7, 6%

with advanced degrees

54, 44%

National Board Certified

14, 11%

first-year teachers

4, 3%

with 1-5 years of experience

6, 5%

with 6-14 years of experience

46, 37%

with 15 or more years of experience

67, 54%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Teacher Recruitment and Retention Strategies

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

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

1. All teachers participate in regularly scheduled Department Meetings that occur monthly.
2. New and/or lightly experienced teachers are automatically partnered with veteran teachers in their subject area.
3. All teachers participate in ongoing Professional Development.

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 and/or lightly experienced teachers are automatically partnered with veteran/master teachers. These pairs meet on a regular basis. Items discussed include, but are not limited to the following: best practices, effective classroom practices, lesson planning, feedback pertaining to classroom visits, etc.

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

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

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

The MTSS Leadership Team meets quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

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

The school-based leadership team consists of Dawn Baglos, Principal; Pamela Clappier, Assistant Principal; Regina Lowe-Smith, Assistant Principal; Dr. Beatriz Jorva, Assistant Principal Intern; Regina Rosenfeld, EESAC Chairperson; Yvette Gittens, English Department Co-Chairperson; Margarita Perez, English Department Co-Chairperson; Alina Feldman, Reading Department Chairperson; Marcela Tironi, ELL Department Chairperson; Virginia Olwell, Mathematics Department Co-Chairperson; Maria Marino, Mathematics Department Co-Chairperson; David Buncher, Science Department Chairperson; Connie Higgins, Social Studies Department Co-Chairperson; Mary Lee, Social Studies Department Co-Chairperson; Phyllis Blanco, World Languages Department Chairperson; Elissa Rubinowitz, SPED Department Chairperson; Ruth Smith, Gifted Education Chairperson; Robert Hemp, Business and Industry Department Chairperson; and Elizabeth Morgan, Physical Education Department Chairperson.

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

The MTSS Leadership Team meets quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, input from each department is solicited in order to refine the strategies being utilized. This ensures that the needs of the students are being addressed as warranted by the most current data.

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

Baseline data: 2014 FCAT, Florida Assessment for Instruction in Reading (FAIR) reports, Progress Monitoring and Reporting Network (PMRN), Baseline and District Interim Assessments, CELLA reports, and Reading Plus reports

Mid-year data: FAIR, PMRN reports, District Interim Assessments, and Reading Plus reports

End of Year: FAIR, PMRN reports, FCAT, End of Course (EOC) exams, CELLA reports, and Reading Plus reports.

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

Through the monitoring of data, teachers will not only identify areas of non-mastery, but will identify struggling students within their classes, as well. Changes in instruction focusing on areas of non-mastery will occur in order to enhance students learning. Furthermore, professional development will be provided

on an on-going basis in order to ensure that participating individuals will be familiar with the requirements of the MTSS process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Weekend Program

Minutes added to school year: 1,080

On select weekends, additional instruction focusing on non-mastered standards is provided in Reading, Writing, Algebra 1, and Geometry.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Schoolwide data is collected after the administration of each Interim Assessment. Reports, both by individual teacher and by appropriate grade levels are pulled and the data is disaggregated. The Leadership Team identifies the three weakest benchmarks schoolwide and then identifies instructional strategies that will be implemented across the curriculum in order to further reinforce those concepts. In addition, individual teachers disaggregate their own data and 1) identify their weakest benchmarks by period, 2) identify their 5 weakest performing students per period and pair them with their 5 top performing students per period. This allows the weakest benchmarks to be further reinforced in each class as well as peer modeling and tutoring to occur.

Who is responsible for monitoring implementation of this strategy?

Administration and the Literacy Leadership Team are responsible for monitoring the implementation and overall effectiveness of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Dawn M. Baglos	Principal
Pamela A. Clappier	Assistant Principal
Regina Lowe-Smith	Assistant Principal
Daniel Ponkey	Assistant Principal
Beatriz Jorva	Assistant Principal Intern
Regina Rosenfield	EESAC Chairperson
Margarita Perez	Language Arts Department Co-Chair
Yvette Gittens	Language Arts Department Co-Chair

Name	Title
Virginia Olwell	Mathematics Department Co-Chair
Maria Marino	Mathematics Department Co-Chair
Alina Feldman	Reading Department Chairperson
Marcela Tironi	ELL Department Chairperson
David Buncher	Science Department Co-Chairperson
Gary Feilich	Science Department Co-Chairperson
Connie Higgins	Social Studies Department Co-Chairperson
Mary Lee	Social Studies Department Co-Chairperson
Phyllis Blanco	World Languages Department Chairperson
Elissa Rubinowitz	SPED Department Chairperson
Ruth Smith	Gifted Education Chairperson
Robert Hemp	Business and Industry Department Chairperson
Elizabeth Morgan	Physical Education Department Chairperson
Mirtha Funcia	Fine Arts Department Chairperson

How the school-based LLT functions

The Literacy Leadership Team meets quarterly to review data from the following sources: District Baseline and Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), and Reading Plus. After reviewing the data, the team identifies students that are meeting/exceeding standards, at moderate risk, or at high risk for not meeting standards. The Team, then, makes decisions about the overall effectiveness of currently used instructional strategies and the need to make modifications, as necessary.

Major initiatives of the LLT

The Literacy Leadership Team's major initiative for this school year will be to implement a school-wide Reading Instructional Focus Calendar in which departments are provided assistance in regards to the implementation of effective reading strategies and cross-curricular reading interventions. In addition, following every Interim Assessment, the Literacy Leadership Team will identify the three weakest reading benchmarks school-wide and then monitor the implementation of instructional strategies that will be put in place to address those areas.

Every Teacher Contributes to Reading Instruction

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

It is the prevalent belief at Krop SHS that every teacher is a Reading teacher. As a result, teachers in most content areas strive to incorporate effective reading strategies into their instruction. Furthermore, a monthly reading focus calendar and reading "Benchmarks-of-the-Week" are developed and distributed for implementation and school-wide focus. This ensures that students throughout the building receive instruction and reinforcement in reading strategies consistently throughout the day. Instruction in the reading classes is not centered on the Focus Calendar since every benchmark is addressed daily throughout their instruction. In all other courses, teachers continue to incorporate and include content related to the benchmarks in which our students have traditionally performed poorly. Additionally, skill weaknesses and targeted benchmarks are shared via faculty meetings and teacher data chats. During data chats, the performance of each student and class (previous year and current year) are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed.

College and Career Readiness

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

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

The school offers elective courses in art, dance, music, drama, business, technology, and career study. Many of these courses focus on job skills and provide students with opportunities for internships and technology certifications.

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 offers elective courses in art, dance, music, physical education, drama, business, technology, and career study. Many of these courses focus on job skills and provide students with opportunities for internships. In the Spring (March), online subject selection takes place. The first phase involves teachers placing their recommendations on line. Next, students and their parents select their choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. Student schedules for the next year are then created.

Strategies for improving student readiness for the public postsecondary level

Dr. Michael M. Krop Senior High School's percentage of graduates completing a college prep curriculum, enrolling in an Algebra I course before 9th grade, completing at least one Level 3 high school Math course, completing at least one Dual Enrollment Math course, completing at least one Level 3 high school Science course, and completing at least one Dual Enrollment Science course were all above both District and State averages. The school continually strives to encourage its students to enroll in rigorous coursework throughout their high school experience. A school-based decision was made to require all students to take four years of science. This requirement has provided students with the opportunity to advance their skills in preparation for the post-secondary education.

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	68%	58%	No	71%
American Indian				
Asian	84%	68%	No	86%
Black/African American	59%	50%	No	63%
Hispanic	70%	59%	No	73%
White	82%	73%	No	84%
English language learners	48%	20%	No	54%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	61%	51%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	362	26%	36%
Students scoring at or above Achievement Level 4	429	31%	35%

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)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

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)	111	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	39%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	63	37%	43%

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.		75%	78%

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	499	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	69%	Yes	57%
American Indian				
Asian	77%	81%	Yes	79%
Black/African American	47%	62%	Yes	52%
Hispanic	53%	69%	Yes	57%
White	67%	81%	Yes	70%
English language learners	57%	54%	No	61%
Students with disabilities	29%	26%	No	36%
Economically disadvantaged	49%	64%	Yes	54%

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)		64%	68%
Students in lowest 25% making learning gains (EOC)		65%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		65%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	41%	44%
Students scoring at or above Achievement Level 4	63	14%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	254	38%	41%
Students scoring at or above Achievement Level 4	163	25%	26%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	242	38%	40%
Students scoring at or above Achievement Level 4	160	25%	26%

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)	12		13
Participation in STEM-related experiences provided for students	2500	91%	92%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	783	29%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	411	73%	74%
CTE-STEM program concentrators	15		16
Students taking CTE-STEM industry certification exams	205	55%	56%
Passing rate (%) for students who take CTE-STEM industry certification exams		93%	94%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	634	23%	24%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	372	58%	59%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	205	55%	56%
Passing rate (%) for students who take CTE industry certification exams		93%	94%
CTE program concentrators	5	38%	38%
CTE teachers holding appropriate industry certifications	5	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	383	14%	13%
Students in ninth grade with one or more absences within the first 20 days	308	11%	10%
Students in ninth grade who fail two or more courses in any subject	200	28%	27%
Students with grade point average less than 2.0	539	21%	20%
Students who fail to progress on-time to tenth grade	20	3%	2%
Students who receive two or more behavior referrals	54	22%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	432	16%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	54	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	559	89%	89%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	81	76%	78%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	785	89%	89%

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

One of the best measures of a school's success is the level of parental engagement that exists within the school. Although Krop SHS enjoys a higher level of parental involvement than many schools, there is definitely room for improvement as only 34% of our parents participated in parent engagement opportunities in 2012-2013.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percentage of parents who participate in parent engagement opportunities	916	34%	35%

Goals Summary

- G1.** The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.
- G2.** The results of the 2013 PERT indicate that 75% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready, from 75% to 78%.
- G3.** The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.
- G4.** The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.
- G5.** The results of the 2013 PERT indicate that 65% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready from 65% to 69%.
- G6.** The results of the 2013 Algebra 1 End-of-Course Exam indicate that 55% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 55% to 59%.
- G7.** The results of the 2013 Geometry End-of-Course Exam indicate that 63% of students scored at or above Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 63% to 67%.
- G8.** The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.
- G9.** The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.
- G10.** The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.
- G11.** The results of the 2013 CTE Industry exams indicate that 93% of students taking a CTE exam passed it. Our goal for the 2013-2014 school year is to increase the percentage of students that pass a CTE Industry exam by 1 percentage point, from 93% to 94%.

- G12.** Results from the 2013 End-of-Year Attendance report indicates that our average attendance rate for the year was 93.21%. Our goal for 2013-2014 is to increase that by 1 percentage point, from 93.21% to 94.21%.

- G13.** Results of the 2012-2013 Actual Performance Report indicates that 2% of all students dropped out of school . Our goal for the 2013-2014 is to decrease that by 0.5 percentage points, from 2% to 1.5%.

Goals Detail

G1. The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.

Targets Supported

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

Resources Available to Support the Goal

- Grade level Progress monitoring reports indicating student performance on Baseline and Interim Assessments.
- Progress monitoring reports indicating student performance on Baseline and Interim Assessments generated by teacher/by period.
- Reading Plus monitoring reports (usage, comprehension, etc.) by grade level and by teacher/by period.
- PMRN reports indicating student performance on the FAIR.
- Personnel / Teachers
- Reading Plus
- Achieve 3000
- Jamestown Reading Navigator
- Edge Reading Intervention program (Hampton Brown)
- USA Today Reading Intervention program
- Mastering the FCAT 2.0, Grade 9 (Amsco workbook)
- Preparing for the FCAT Reading (Amsco workbook)
- Kaplan Reading and Writing Advantage, FCAT - grade 10
- Florida Assessment and Supplemental Resources (Glencoe Publisher)
- Timed Readings (Jamestown Publisher)
- Critical Reading Series (Jamestown Publisher)
- Professional Development
- FCAT Reading Strategies and Practice (McDougal Litell Publisher)
- Mastering the FCAT 2.0, Grade 10 (Amsco workbook)
- Interactive Reader (McDougal Litell Publisher)
- FCAT Reading Book Three (Mascot Press Publisher)
- FCAT Explorer
- Preparing for FCAT Reading Embedded Assessment Practice (McDougal Litell Publisher)
- District Language Arts/Reading Website Resources
- Florida Reading Item Specifications

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.
- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Asian and SWD subgroups was Reporting Category 3: Literary Analysis – Fiction/Nonfiction due to a limited exposure to literary elements and figurative language.
- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 3 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.
- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 4 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.
- Analysis of the 2013 Florida Alternate Assessment data indicates that the main area of deficiency for students scoring at Levels 7 was in Vocabulary Development. Students have difficulty in using context clues and graphics to determine meanings of unknown words.
- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students making learning gains was Reporting Category 3: Literary Analysis – Fiction/Nonfiction due to a limited exposure to literary elements and figurative language.
- Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students in the lowest 25% making learning gains was Reporting Category 2: Reading Application due to limited exposure to informational text. Students demonstrate difficulty in determining the main idea or essential message through inferring, paraphrasing, summarizing, and identifying relevant details.
- Analysis of the 2013 CELLA data indicates that students have limited opportunities to listen and speak academic English outside of the classroom.
- Analysis of the 2013 CELLA data indicates that students demonstrate difficulty in being able to identify the Main Idea or Essential Message within texts.
- Analysis of the 2013 CELLA data indicates a need for improvement in the area of Support. Student writing samples indicate they do not possess the skills needed to incorporate details, elaboration, and proper word choice into their writing.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments: District, school-site assessment, and intervention assessments (FAIR, Reading Plus, Achieve 3000) Summative Assessments: 2014 FCAT 2.0, 2014 Florida Alternate Assessment, 2014 CELLA

G2. The results of the 2013 PERT indicate that 75% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready, from 75% to 78%.

Targets Supported

Resources Available to Support the Goal

- Effective Reading Instructional Strategies
- SAT and ACT preparation materials
- Personnel / Teachers
- Reading Plus

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative: District Interim Assessments (where appropriate), Practice SAT and ACT tests Summative: 2014 PERT.

G3. The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Personnel / Teachers
- Professional Development
- State's Exemplar Papers
- State's Holistic Scoring Rubric
- MDCPS Language Arts/Reading Website
- Kaplan Reading and Writing Advantage, FCAT Grade 10
- turnitin.com

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate they lack the skills needed to incorporate details, elaboration, and proper word choice into their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided were being done in a manner that was free of plagiarism.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Baseline and Mid-year Writing Assessments, Turnitin.com reports
Summative: 2014 FCAT Writing Assessment

G4. The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.

Targets Supported

Resources Available to Support the Goal

- Personnel / Teachers
- Gizmos
- Kuta software
- Florida Virtual School Released EOC Assessments
- Everglades Resource Book
- North Carolina Released EOC Assessments - 2009
- District Count Downs
- State Item Bank
- North Carolina Pre-Course Released Assessments

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 End-of-Course assessment data indicates that the ELL and SWD subgroups did not make satisfactory progress. Although the remaining subgroups have made satisfactory progress, our students continue to demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics.
- Analysis of the 2013 End-of-Course Assessment data indicates that students making Learning Gains struggled with Functions, Linear Equations, and Equalities.
- Analysis of the 2013 End-of-Course Assessment data indicates that students in the lowest 25% making Learning Gains struggled with Polynomials.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim and End-of-Course Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Gizmos, Florida Achieves, District and school-site assessment data, intervention assessments. Summative: 2014 End-of-Course Assessments.

G5. The results of the 2013 PERT indicate that 65% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready from 65% to 69%.

Targets Supported

Resources Available to Support the Goal

- The online resource, Florida Achieves
- The online resource, Gizmos
- Teachers / personnel

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of students scoring "college ready."

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim and End-of-Course Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Gizmos, Florida Achieves, District and school-site assessment data, intervention assessments. Summative: 2014 PERT

G6. The results of the 2013 Algebra 1 End-of-Course Exam indicate that 55% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 55% to 59%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Teachers/personnel
- Related Professional Development
- Gizmos
- Florida Achieves
- Pearson EOC Practice Assessments
- Kuta Software
- Everglades Resource Book
- Florida Virtual School Released EOC Assessments
- North Carolina Released EOC Assessments - 2009
- District Count Downs
- State Item Bank
- Item Specifications Practice Tests
- North Caroline Pre-Course Assessments

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Algebra 1 EOC assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics.
- Analysis of the 2013 Algebra 1 EOC assessment data indicates a need for improvement in the area of Polynomials. The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim and End-of-Course Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Gizmos, Florida Achieves, Pearson Tutorials, District and school-site assessment data, intervention assessments. Summative: 2014 Algebra 1 End-of-Course Assessments.

G7. The results of the 2013 Geometry End-of-Course Exam indicate that 63% of students scored at or above Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 63% to 67%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Teachers/personnel
- Related Professional Development
- Gizmos
- Pearson EOC Released Assessments
- Kuta Software
- Everglades Resource Book
- Florida Virtual School Released EOC Assessments
- North Carolina Released EOC Assessments - 2009
- North Carolina Pre-Course Assessment
- Florida Test Item Bank
- Pearson EOC Practice Assessments
- Washington State Released EOC Assessments
- Florida Item Specifications Practice Assessments

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Geometry EOC data indicates a need for improvement in the area of Trigonometry and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving finding the converse, inverse and contrapositives of a statement.
- Analysis of the 2013 Geometry EOC data indicates a need for improvement in the area of Three-Dimensional Geometry. Students demonstrate difficulty in being able to successfully complete problems involving perimeter and area of polygons.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim and End-of-Course Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: Gizmos, Pearson Tutorials, District and school-site assessment data, intervention assessments. Summative: 2014 Geometry End-of-Course Assessments.

G8. The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers/Personnel
- MDCPS Science Website
- Hot Labs
- Gizmos
- Learning Village Online programs
- South Florida Regional Science and Engineering Fair
- You Tube videos on content-specific topics
- Khan Academy videos
- Florida Virtual Released Biology EOC Assessments
- Florida Test Item Bank
- Next Generation FL Science Standards Curriculum, Biology EOC Workbook (Everglades Publishing)

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Biology 1 End-of-Course Assessment data indicates that students scoring at Achievement Level 3 demonstrated a need for improvement in the area of Molecular and Cellular Biology. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.
- Analysis of the 2013 Biology End-of-Course Assessment data indicates that students scoring at Achievement Level 4 demonstrated a need for improvement in the areas of Classification, Heredity, and Evolution. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim Assessments and Biology 1 EOC

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: 2014 Biology 1 EOC

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.

Targets Supported

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

Resources Available to Support the Goal

- AP Biology Course Home Page Resources
- Released STEM-related AP Assessments
- AP Chemistry Course Home Page Resources
- AP Calculus AB Course Home Page Resources
- AP Calculus BC Course Home Page Resources
- AP Computer Science A Course Home Page Resources
- AP Statistics Course Home Page Resources
- AP Environmental Science Course Home Page Resources
- AP Physics C: Mechanics Course Home Page Resources
- AP French Language Course Home Page Resources
- AP Spanish Language Course Home Page Resources
- Adobe Photoshop, Dreamweaver, and Flash Industry Certification Practice Tests
- Microsoft Office Certification Practice Tests
- Related Professional Development

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, students were able to participate in 12 STEM-related experiences due to lack of opportunities.
- During the 2012-2013 school year, 91% of all students participated in STEM-related experiences. The number of students participating should increase as the opportunities for participation increase.
- During the 2012-2013 school year, 29% of accelerated students enrolled in and completed accelerated STEM courses due to the students being intimidated by the rigor of the courses.
- During the 2012-2013 school year, 73% of accelerated students took one or more STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.
- During the 2012-2013 school year, 15 STEM-CTE Program Concentrators were offered.
- During the 2012-2013 school year, 93% of accelerated students took and passed a CTE-STEM industry exam due to a limited number of exams being offered.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from assessment data and participation logs.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: STEM-related participation logs, district and site-generated assessment data Summative: 2014 AP Scores report, 2014 CTE Industry Certification Report,

G10. The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- District U.S. History Toolbox Resources
- High School Resources in Edusoft
- Professional Development
- District Social Sciences Website Resources

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 US History Spring Interim Assessment data indicates a need for improvement in the area of The U.S. and Defense of International Peace.
- Analysis of the 2013 US History Baseline Interim Assessment data indicates a need for improvement in the areas of Late Nineteenth and Early Century, 1860-1910.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using Interim Assessments and US History EOC

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interim Assessments Summative Assessments: 2014 US History EOC

G11. The results of the 2013 CTE Industry exams indicate that 93% of students taking a CTE exam passed it. Our goal for the 2013-2014 school year is to increase the percentage of students that pass a CTE Industry exam by 1 percentage point, from 93% to 94%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Brain Buffet website (projects and videos on software use)
- ACATESTPREP instructional videos
- Adobe Education instructional packets
- Certiprep online practice tests
- Certiport online practice tests
- Review sheets and study guides
- Quickbooks textbooks
- Quickbooks online practice tests
- Microsoft Office online tutorial videos
- Microsoft Office online practice tests
- SERV SAFE instructional packets

Targeted Barriers to Achieving the Goal

- During the 2012-2013 school year, 93% of accelerated students enrolled in a CTE course passed the test. This percentage is limited due to the students being intimidated by the rigor of the courses.
- During the 2012-2013 school year, 58% of all students enrolled in CTE courses were enrolled in accelerated CTE courses. This percentage is limited due to the students being intimidated by the rigor of the accelerated courses.
- During the 2012-2013 school year, 5 CTE Program Concentrators were offered due to scheduling constraints.
- During the 2012-2013 school year, 100% of our CTE teachers held industry certification. Being able to retain all current CTE teachers is dependent upon maintaining enrollment in CTE courses.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using district, site-generated assessments, and Subject Selection Sheets

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative: District and site-generated assessments, Subject Selection Sheets, Master Schedule
Summative: 2013-2014 CTE Exams

G12. Results from the 2013 End-of-Year Attendance report indicates that our average attendance rate for the year was 93.21%. Our goal for 2013-2014 is to increase that by 1 percentage point, from 93.21% to 94.21%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Monthly Attendance Report
- Academic Monitoring Report
- Graduation Review Report
- Monthly Suspension Report
- Attendance Intervention Reports
- At-Risk Student Report

Targeted Barriers to Achieving the Goal

- Analysis of 2012-2013 attendance data indicates that 14% of all students missed 10% or more of their instructional time due to either illness and/or lack of motivation.
- Analysis of 2012-2013 attendance data indicates that 308-9th graders were absent during the first 20-days of school due to illness and/or lack of motivation.
- Analysis of the 2012-2013 At-Risk Student Report indicates that 21% of all students have a GPA less than 2.0.
- Analysis of the 2012-2013 Suspension report indicates that 16% of all students received one or more behavior referrals that lead to suspension due to a failure to understand the link between academic success and student behavior.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly Attendance Reports, Suspension Reports, and Student At-Risk Reports will be monitored in order to determine the progress towards meeting the goal.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 End-of-the-Year Attendance Report 2014 Suspension Reports 2014 At-Risk Student Reports

G13. Results of the 2012-2013 Actual Performance Report indicates that 2% of all students dropped out of school . Our goal for the 2013-2014 is to decrease that by 0.5 percentage points, from 2% to 1.5%.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- 2013-2014 Actual Performance Report
- Graduation Review Report
- Daily Attendance Bulletins
- At-Risk Student Report

Targeted Barriers to Achieving the Goal

- Analysis of the 2013-2014 Actual Performance Report indicates that 2% of students drop out of school due to lack of academic success and/or motivation.
- Analysis of the 2013-2014 Actual Performance Report indicates that 89% of all students graduate in 4 years. The remaining 11% do not graduate on-time due to lack of academic success and/or lack of motivation.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data from the monthly At-Risk Student's report will be monitored in order to determine if progress is being made towards meeting the goal.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 At-Risk Student Report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.

G1.B1 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B1.S1 During instruction, informational texts and documents that require students to locate, interpret and organize information will be utilized.

Action Step 1

Students should practice locating, interpreting, and organizing information, as well as determining validity and reliability of information within and across text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Facilitator:

Reading Department Chairperson, Reading Teachers

Participants:

All Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B2 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Asian and SWD subgroups was Reporting Category 3: Literary Analysis – Fiction/Nonfiction due to a limited exposure to literary elements and figurative language.

G1.B2.S1 Students would benefit from determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Action Step 1

Should practice determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings. They should also practice analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessments, intervention assessments.

Facilitator:

Reading Department Chairperson, Reading Teachers

Participants:

Language Arts Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B3 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 3 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B3.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Action Step 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Facilitator:

Reading Department Chairperson, Reading Teachers

Participants:

All Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B4 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 4 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B4.S1 During instruction, students will evaluate the argument and specific claims within the text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Action Step 1

Students will practice evaluating the argument and and specific claims within the text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Facilitator:

Reading Department Chairperson, Reading Teachers

Participants:

All teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B5 Analysis of the 2013 Florida Alternate Assessment data indicates that the main area of deficiency for students scoring at Levels 7 was in Vocabulary Development. Students have difficulty in using context clues and graphics to determine meanings of unknown words.

G1.B5.S1 Teachers will provide reading strategies that will help students determine meanings of words by using context clues.

Action Step 1

Students will practice using context clues and graphics to determine the meanings of unknown words

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, school-site assessments, intervention assessments, Access Points

Facilitator:

District SPED Personnel

Participants:

SPED Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B6 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students making learning gains was Reporting Category 3: Literary Analysis – Fiction/Nonfiction due to a limited exposure to literary elements and figurative language.

G1.B6.S1 Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres.

Action Step 1

Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, school-site assessments, intervention assessments.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B7 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students in the lowest 25% making learning gains was Reporting Category 2: Reading Application due to limited exposure to informational text. Students demonstrate difficulty in determining the main idea or essential message through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Students will utilize the web-based reading intervention program, Reading Plus, in order to further enhance and reinforce reading benchmark mastery.

Action Step 1

Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Usage reports

Facilitator:

Reading Plus personnel

Participants:

Reading and Language Arts teachers, all other interested teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments (Reading Plus).

Plan to Monitor Effectiveness of G1.B7.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B8 Analysis of the 2013 CELLA data indicates that students have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 Students will be encouraged to speak in class as much as possible. Conversations will be structured around books and subjects that build vocabulary. Questions that are interactive and meaningful will be asked.

Action Step 1

Students will practice listening and speaking academic English inside the classroom. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, school-site assessments, intervention assessments.

Facilitator:

District ELL Personnel

Participants:

ELL Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments (Achieve 3000)

Plan to Monitor Effectiveness of G1.B8.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B9 Analysis of the 2013 CELLA data indicates that students demonstrate difficulty in being able to identify the Main Idea or Essential Message within texts.

G1.B9.S1 Students will be asked to summarize readings through categorizing details; eliminating insignificant information; generating information; and using clear, concise language to communicate the essence of the message.

Action Step 1

Students will practice identifying Main Idea or Essential Message within texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, school-site assessments, intervention assessments.

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B9.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G1.B10 Analysis of the 2013 CELLA data indicates a need for improvement in the area of Support. Student writing samples indicate they do not possess the skills needed to incorporate details, elaboration, and proper word choice into their writing.

G1.B10.S1 Students will write in these steps: planning, drafting, revising, editing, and publishing, as well as sharing and responding to writing.

Action Step 1

Students will practice the skills needed to incorporate details, elaboration, and proper word choice into their writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and school-site assessments

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G1.B10.S1

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments.

G2. The results of the 2013 PERT indicate that 75% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready, from 75% to 78%.

G2.B1 Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of on-time graduates scoring "college ready."

G2.B1.S2 In Intensive Reading and select English classes, SAT and ACT test strategies and reading mastery content will be infused into the curriculum using a variety of hardcopy and electronic resources.

Action Step 1

Students will be provided opportunities to practice locating and verifying details, analyzing text and synthesizing details in order to draw correct conclusions. This should be done utilizing SAT and ACT formatted questions from a variety of hardcopy and electronic resources.

Person or Persons Responsible

Intensive Reading and English Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G2.B1.S2

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus reports, practice ACT and SAT results, district and school-site assessments, intervention assessments.

G2.B1.S3 Differentiated instruction will be utilized in order to gear instruction towards the direct needs of the students relative to their non-mastery of reading benchmarks.

Action Step 1

Teachers will utilize data in order to identify the weaknesses of students relative to benchmark mastery and then gear instruction towards providing additional support in the areas of weakness in either a small group setting or in a conferencing manner with individual students.

Person or Persons Responsible

Intensive Reading and English Teachers

Target Dates or Schedule

Twice weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments

Plan to Monitor Effectiveness of G2.B1.S3

Following FCIM, data from the prescribed intervention programs and assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Reading Plus reports, practice ACT and SAT results, district and school-site assessments, intervention assessments.

G3. The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.

G3.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate they lack the skills needed to incorporate details, elaboration, and proper word choice into their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided were being done in a manner that was free of plagiarism.

G3.B1.S1 Utilize the State's sample Exemplar Papers and/or other examples of good students' writing to demonstrate how details, elaboration, and proper word choice are to be used as support within their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided are being done in a manner that is free of plagiarism.

Action Step 1

Students should practice the skills needed to incorporate details, elaboration and proper word choice into their writing. Teachers will utilize the State's Exemplar Papers to demonstrate how those skills are to be used as support within their writing.

Person or Persons Responsible

10th grade Language Arts teachers

Target Dates or Schedule

On-going

Evidence of Completion

Writing samples will be reviewed regularly at department and grade level meetings. Turnitin.com reports will be reviewed, as well.

Facilitator:

Language Arts Department Chairperson

Participants:

9th and 10th grade Language Arts teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of the implemented strategy.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and site-generated assessments, turnitin.com reports, and student writing samples will be reviewed regularly at grade level/administrator Writing meetings

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, data from writing samples collected from classwork and prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments and turnitin.com reports

G4. The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.

G4.B1 Analysis of the 2013 End-of-Course assessment data indicates that the ELL and SWD subgroups did not make satisfactory progress. Although the remaining subgroups have made satisfactory progress, our students continue to demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics.

G4.B1.S1 Teachers will analyze and disaggregate Interim Assessment data to identify students that need additional reinforcement of Algebra-related NGSSS benchmarks. In doing so, teachers will provide all students with more practice in identifying relationships and patterns, as well as provide students with opportunities to complete more rigorous mathematical problems.

Action Step 1

Students will practice in identifying relationships and patterns.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, district and school-site assessments, intervention program assessments.

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

Data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments (Gizmos).

Plan to Monitor Effectiveness of G4.B1.S1

Data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Gizmos), Algebra 1 EOC, Geometry EOC.

G4.B2 Analysis of the 2013 End-of-Course Assessment data indicates that students making Learning Gains struggled with Functions, Linear Equations, and Equalities.

G4.B2.S1 Teachers will provide opportunities for students to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables.

Action Step 1

Students will practice how to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. students.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention program assessments.

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

Data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Leadership Literacy Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments (Gizmos).

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Gizmos, Florida Achieves, etc.), Algebra 1 EOC, Geometry EOC.

G4.B3 Analysis of the 2013 End-of-Course Assessment data indicates that students in the lowest 25% making Learning Gains struggled with Polynomials.

G4.B3.S1 Teachers will provide opportunities to support mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Students will have opportunities to practice content that reinforces mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Facilitator:

Mathematics Department Co-Chairpersons

Participants:

Algebra 1and Geometry teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-site assessments, intervention assessments (Gizmos).

Plan to Monitor Effectiveness of G4.B3.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Gizmos, Florida Achieves), Algebra 1 EOC, Geometry EOC.

G5. The results of the 2013 PERT indicate that 65% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to increase the percentage of on-time graduates who are college ready from 65% to 69%.

G5.B1 Analysis of the 2013 PERT data indicates that there is a need to increase the number and/or percentage of students scoring "college ready."

G5.B1.S1 Select Mathematics courses will infuse SAT and ACT preparation strategies into their curriculum.

Action Step 1

Students will be provided opportunities to practice content that supports mathematical fluency and problem solving skills in the areas of equations, inequalities, and systems of linear equations as they apply to real-life situations.

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

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

Following the FCIM model, data from the prescribed assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and to make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessments, intervention assessments (Gizmos).

Plan to Monitor Effectiveness of G5.B1.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Gizmos, Florida Achieves).

G5.B1.S4 Utilize differentiated instruction in order to individualize instruction and gear it towards the specific needs of the students relative to benchmark and skill mastery.

Action Step 1

Teachers will utilize data in order to identify the weaknesses of students relative to benchmark mastery and then gear instruction towards providing additional support in the areas of weakness in either a small group setting or in a conferencing manner with individual students.

Person or Persons Responsible

Select Math teachers

Target Dates or Schedule

Twice weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Administrative Classroom walk-throughs and lesson plan reviews will be utilized in order to determine the overall effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessment data

Plan to Monitor Effectiveness of G5.B1.S4

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Florida Achieves, Gizmos)

G6. The results of the 2013 Algebra 1 End-of-Course Exam indicate that 55% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 55% to 59%.

G6.B1 Analysis of the 2013 Algebra 1 EOC assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics.

G6.B1.S2 Utilize differentiated instruction in order to individualize instruction and gear it towards the specific needs of the students relative to benchmark and skill mastery.

Action Step 1

Teachers will utilize data in order to identify the weaknesses of students relative to benchmark mastery and then gear instruction towards providing additional support in the areas of weakness in either a small group setting or in a conferencing manner with individual students.

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Twice weekly

Evidence of Completion

Student work, district and school-generated assessments, intervention assessments.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Administrative classroom walk-throughs and lesson plan review will be utilized in order to determine effectiveness of implementation.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district and school-generated assessments.

Plan to Monitor Effectiveness of G6.B1.S2

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment, intervention assessments (Florida Achieves)

G6.B2 Analysis of the 2013 Algebra 1 EOC assessment data indicates a need for improvement in the area of Polynomials. The deficiency is due to limited classroom opportunities to participate in and complete exploration and inquiry activities.

G6.B2.S2 Utilize Thinkgate Benchmark Topic Tests in order to assess skill mastery and determine the level of proficiency relative to specific benchmarks..

Action Step 1

Students will be provided with opportunities to be assessed using benchmark-specific Topic Tests that are found within the Thinkgate platform.

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, Thinkgate Topic Test results, site-generated assessments

Action Step 2

Students will be provided with opportunities to be assessed using benchmark-specific Topic Tests that are found within the Thinkgate platform.

Person or Persons Responsible

Algebra 1 teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, Thinkgate Topic Test results, site-generated assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Administrative Classroom walk-through and lesson plan reviews will be utilized in order to determine effective of implementation strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, Thinkgate Topic Test data, district and school-site assessment data, intervention assessments (Pearson tutorials, Gizmos).

Plan to Monitor Effectiveness of G6.B2.S2

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effective of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Thinkgate Topic tests, district and school-site assessment, intervention assessments (Pearson tutorials, Gizmos).

G7. The results of the 2013 Geometry End-of-Course Exam indicate that 63% of students scored at or above Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 4 percentage points, from 63% to 67%.

G7.B1 Analysis of the 2013 Geometry EOC data indicates a need for improvement in the area of Trigonometry and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving finding the converse, inverse and contrapositives of a statement.

G7.B1.S2 Utilize differentiated instruction in order to individualize instruction and gear it towards the specific needs of the students relative to benchmark and skill mastery.

Action Step 1

Teachers will utilize data in order to identify the weaknesses of students relative to benchmark mastery and then gear instruction towards providing additional support in the areas of weakness in either a small group setting or in a conferencing manner with individual students.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Action Step 2

Teachers will utilize data in order to identify the weaknesses of students relative to benchmark mastery and then gear instruction towards providing additional support in the areas of weakness in either a small group setting or in a conferencing manner with individual students.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

on-going

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Administrative classroom walk-throughs and lesson plan reviews will be utilized in order to determine the effectiveness of implementation strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, district-and school-site assessment data.

Plan to Monitor Effectiveness of G7.B1.S2

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Florida Achieves, Gizmos), Algebra 1 EOC

G7.B2 Analysis of the 2013 Geometry EOC data indicates a need for improvement in the area of Three-Dimensional Geometry. Students demonstrate difficulty in being able to successfully complete problems involving perimeter and area of polygons.

G7.B2.S2 Utilize Thinkgate Topic tests in order to assess skill mastery and determine the level of proficiency relative to specific benchmarks.

Action Step 1

Students will be provided with opportunities to be assessed using benchmark-specific Topic tests found within the Thinkgate assessment platform.

Person or Persons Responsible

Geometry teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, Thinkgate Topic test data, school-site assessments.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Administrative classroom walk-throughs and lesson plan reviews will be utilized in order to determine the overall effectiveness of implementation strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, Thinkgate Topic test data, district and school-site assessment data, intervention assessments, intervention assessments (Pearson Tutorials, Gizmos).

Plan to Monitor Effectiveness of G7.B2.S2

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Thinkgate Topic tests, district and school-site assessments, intervention assessments (Pearson Tutorials, Gizmos).

G8. The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.

G8.B1 Analysis of the 2013 Biology 1 End-of-Course Assessment data indicates that students scoring at Achievement Level 3 demonstrated a need for improvement in the area of Molecular and Cellular Biology. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G8.B1.S1 Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.

Action Step 1

Students will have the opportunity to practice content that allows them to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and function of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respirations.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments (Gizmos)

Facilitator:

Science Department Co-Chairpersons, District Personnel

Participants:

Biology teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessment data, intervention program data (Gizmos).

Plan to Monitor Effectiveness of G8.B1.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Gizmos), Biology EOC.

G8.B2 Analysis of the 2013 Biology End-of-Course Assessment data indicates that students scoring at Achievement Level 4 demonstrated a need for improvement in the areas of Classification, Heredity, and Evolution. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G8.B2.S1 Monitor and support the implementation of rigorous activities and high order questioning strategies to increase student conceptual understanding.

Action Step 1

Students will participate in activities that will allow them to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and school-site assessments, intervention program data (Hot Labs, Gizmos).

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessment data, intervention program data (Hot Labs, Gizmos).

Plan to Monitor Effectiveness of G8.B2.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, intervention assessments (Hot Labs, Gizmos), Biology EOC.

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.

G9.B1 During the 2012-2013 school year, students were able to participate in 12 STEM-related experiences due to lack of opportunities.

G9.B1.S1 Teachers will actively seek out additional STEM-related opportunities for which students may participate.

Action Step 1

Students will be provided with more opportunities to participate in STEM-related experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student participation logs

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

Administrators will monitor field trip forms, club meeting minutes, and competition logs in order to determine if the strategy is being implemented in an efficient manner.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Completed Field trip forms, club meeting logs, competition logs, etc.

Plan to Monitor Effectiveness of G9.B1.S1

Number of field trips, competition, and science fairs will be monitored.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Field trip forms, competition rosters, science fair logs

G9.B2 During the 2012-2013 school year, 91% of all students participated in STEM-related experiences. The number of students participating should increase as the opportunities for participation increase.

G9.B2.S1 Teachers will actively engage with and seek out students to participate in STEM-related experiences during class and after school.

Action Step 1

Teachers will monitor the number of students in their classes and clubs in order to determine if the number of participating students increases following the implementation of the identified strategies.

Person or Persons Responsible

Teachers, Club sponsors

Target Dates or Schedule

Weekly

Evidence of Completion

Field trip rosters, club attendance rosters, and science fair participation rosters.

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

Following the FCIM model, data retrieved from the participation rosters of STEM-related experiences will be monitored in order to determine the effectiveness of the strategy.

Person or Persons Responsible

Literacy Leadership Team, Club Sponsors

Target Dates or Schedule

On-going

Evidence of Completion

Field trip rosters, club attendance rosters, and science fair participation rosters.

Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM model, data retrieved from the participation rosters of STEM-related experiences will be monitored in order to determine the effectiveness of the strategy.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Field trip rosters, club attendance rosters, competition logs, and science fair participation rosters.

G9.B3 During the 2012-2013 school year, 29% of accelerated students enrolled in and completed accelerated STEM courses due to the students being intimidated by the rigor of the courses.

G9.B3.S1 During the 2012-2013 school year, 29% of all students enrolled in one or more accelerated STEM-related courses. The goal for 2013-2014 is to increase the percentage of students enrolled by one percentage point to 30%. Included in those numbers are students taking either Advanced Placement (AP) or Dual Enrollment (DE) classes. Though students are encouraged to attempt accelerated math and science classes, some are intimidated by their perceived difficulty.

Action Step 1

Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in STEM AP and DE courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site generated assessments

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and site-generated assessment data

Plan to Monitor Effectiveness of G9.B3.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment data

G9.B4 During the 2012-2013 school year, 73% of accelerated students took one or more STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.

G9.B4.S1 During the 2012-2013 school year, 73% of all accelerated students took one or more STEM-related AP Exam. The goal for 2013-2014 is to increase the percentage of students taking an exam by one percentage point to 74%. Though students are encouraged to attempt accelerated math and science classes, students are somewhat intimidated by the rigor of the accelerated courses and hesitate to enroll in them.

Action Step 1

Students will be provided with a curriculum that is rigorous and relevant in courses leading up to the AP level so that they feel better prepared to be successful on STEM-related AP exams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

Facilitator:

College Board Personnel

Participants:

AP Teachers

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and site-generated assessment data

Plan to Monitor Effectiveness of G9.B4.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and site-generated assessment data

G9.B5 During the 2012-2013 school year, 15 STEM-CTE Program Concentrators were offered.

G9.B5.S1 During the 2012-2013 school year, 15 CTE-STEM Program Concentrators were offered. Our goal for the 2013-2014 school year is to maintain the number of concentrators at 15. To do this, teachers will increase the rigor and relevance to the curriculum being taught in the introductory courses leading up to the Program Concentrators.

Action Step 1

Students will be provided with a curriculum that is rigorous and relevant in courses leading up to the CTE-STEM Program Concentrators so that they feel better prepared to be successful on the CTE-STEM culminating assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and site-generated assessments

Plan to Monitor Effectiveness of G9.B5.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment data

G9.B6 During the 2012-2013 school year, 93% of accelerated students took and passed a CTE-STEM industry exam due to a limited number of exams being offered.

G9.B6.S1 During the 2012-2013 school year, 93% of all students enrolled in accelerated CTE-STEM courses took and passed a CTE-STEM Industry Exam. The goal for 2013-2014 is to increase the percentage of students passing a CTE-STEM exam by one percentage point to 94%. Though students are encouraged to attempt accelerated math, science, and Career and Technical classes, some are intimidated by their perceived difficulty.

Action Step 1

Students will be provided with a curriculum that is rigorous and relevant in courses leading up to the accelerated CTE-STEM courses so that they feel better prepared to be successful on CTE-STEM Industry exams.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessment data

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Adminstrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and site-generated assessment data

Plan to Monitor Effectiveness of G9.B6.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and site-generated assessment data

G10. The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.

G10.B1 Analysis of the 2013 US History Spring Interim Assessment data indicates a need for improvement in the area of The U.S. and Defense of International Peace.

G10.B1.S1 Provide opportunities for students to analyze primary and secondary source documents and determine the validity of each.

Action Step 1

Students will be provided with practice relating to identifying primary source documents and secondary source documents and determine the validity of each.

Person or Persons Responsible

US History Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and school-site assessments

Facilitator:

Social Studied Department Co-Chairpersons, District Personnel

Participants:

US History teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessment data

Plan to Monitor Effectiveness of G10.B1.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessments, US History EOC.

G10.B1.S2 Utilize differentiated instruction In order to individualize instruction and gear it towards the specific need of the students relative to benchmark and skill mastery.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B2 Analysis of the 2013 US History Baseline Interim Assessment data indicates a need for improvement in the areas of Late Nineteenth and Early Century, 1860-1910.

G10.B2.S1 Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Action Step 1

Students will be provided with practice content that strengthens their ability to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

US History teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, district and school-site assessment data

Plan to Monitor Effectiveness of G10.B2.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment data and US History EOC.

G11. The results of the 2013 CTE Industry exams indicate that 93% of students taking a CTE exam passed it. Our goal for the 2013-2014 school year is to increase the percentage of students that pass a CTE Industry exam by 1 percentage point, from 93% to 94%.

G11.B1 During the 2012-2013 school year, 93% of accelerated students enrolled in a CTE course passed the test. This percentage is limited due to the students being intimidated by the rigor of the courses.

G11.B1.S1 Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in CTE courses.

Action Step 1

Students will be provided with increased opportunities to learn about the benefits of CTE courses in the hope of increasing the number of students enrolling in one or more CTE courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site generated assessments

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, district and site generated assessments

Plan to Monitor Effectiveness of G11.B1.S1

Following FCIM, data from the assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, district and site generated assessments

G11.B2 During the 2012-2013 school year, 58% of all students enrolled in CTE courses were enrolled in accelerated CTE courses. This percentage is limited due to the students being intimidated by the rigor of the accelerated courses.

G11.B2.S1 Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in CTE courses and eliminate their perception of course difficulty.

Action Step 1

Students will be provided with a curriculum that is rigorous and relevant in courses so that they feel better prepared to be successful in future CTE courses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

Facilitator:

District Personnel, CTE Department Chairperson

Participants:

CTE Teachers

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, district and site generated assessments

Plan to Monitor Effectiveness of G11.B2.S1

Following FCIM, data from district and site-generated assessments will be analyzed regularly in order to monitor student progress, the effectiveness of program delivery, and make adjustments to instruction when needed.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and site-generated assessment data

G11.B3 During the 2012-2013 school year, 5 CTE Program Concentrators were offered due to scheduling constraints.

G11.B3.S1 During the 2012-2013 school year, only 5 CTE Program Concentrators were offered due to the perceived rigor of the courses. Students were intimidated by the rigor and were reluctant to enroll in the courses, as a result.

Action Step 1

Students will be provided with a curriculum that is rigorous and relevant in courses leading up to the CTE Program Concentrators so that they feel better prepared to be successful on the CTE culminating assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

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

Administrative Classroom walk-throughs and Lesson Plan reviews will be utilized in order to determine effectiveness of implemented strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, student work, district and site generated assessments

Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, data retrieved from the CTE-related assessments will be monitored in order to determine the effectiveness of the strategy.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District and school-site assessment data

G11.B4 During the 2012-2013 school year, 100% of our CTE teachers held industry certification. Being able to retain all current CTE teachers is dependent upon maintaining enrollment in CTE courses.

G11.B4.S1 Teachers will actively engage and recruit students in conversations geared towards boost enrollment in CTE and accelerated CTE courses.

Action Step 1

Students will be provided with opportunities to participate in discussions that outline the benefits of taking CTE courses and participating in CTE experiences.

Person or Persons Responsible

Teachers, Club sponsors

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, club meeting minutes and attendance logs, CTE experience attendance logs

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

Administrators and Counselors will monitor the CTE requests made on Student Subject Selection sheets in an effort to monitor future enrollment and interest in the courses.

Person or Persons Responsible

Administrators, Counselors

Target Dates or Schedule

Spring

Evidence of Completion

Subject Selection Sheets

Plan to Monitor Effectiveness of G11.B4.S1

Subject Selection Sheets will be monitored in an effort to determine future enrollment and course interest.

Person or Persons Responsible

Administrators, Guidance Counselors, and Registrar

Target Dates or Schedule

Spring Articulation

Evidence of Completion

Subject Selection Sheets

G12. Results from the 2013 End-of-Year Attendance report indicates that our average attendance rate for the year was 93.21%. Our goal for 2013-2014 is to increase that by 1 percentage point, from 93.21% to 94.21%.

G12.B1 Analysis of 2012-2013 attendance data indicates that 14% of all students missed 10% or more of their instructional time due to either illness and/or lack of motivation.

G12.B1.S1 Students with 3 or more absences will be referred to the School Social Worker who will discuss absences with the student.

Action Step 1

Teachers will monitor student attendance and will refer student accruing 3 or more absences to Students Services/the School Social Worker.

Person or Persons Responsible

Teachers, Guidance Counselors, School Social Worker

Target Dates or Schedule

Weekly

Evidence of Completion

Student Case Management Form

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

Administrators will monitor monthly Attendance reports in order to ensure that student attendance is being addressed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Attendance Reports

Plan to Monitor Effectiveness of G12.B1.S1

Administrators will monitor Attendance Reports in order to ensure that student attendance is being addressed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Monthly Attendance Reports

G12.B2 Analysis of 2012-2013 attendance data indicates that 308-9th graders were absent during the first 20-days of school due to illness and/or lack of motivation.

G12.B2.S1 Students with 3 or more absences will be referred to the School Social Worker.

Action Step 1

Teachers will monitor student attendance and will refer student accruing 3 or more absences to Students Services/the School Social Worker.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

copies of Student Case Management forms

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

Administrators will monitor the monthly Attendance reports in order to ensure that student meetings with the Social Worker are taking place.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

A decrease in absenteeism will be reflected on the Monthly Attendance reports.

Plan to Monitor Effectiveness of G12.B2.S1

Administrators will monitor the monthly Attendance reports in order to determine if the implemented strategy is effective.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

A decrease in absenteeism will be reflected on the Monthly Attendance Reports.

G12.B3 Analysis of the 2012-2013 At-Risk Student Report indicates that 21% of all students have a GPA less than 2.0.

G12.B3.S1 Students with a GPA less than 2.0 will participate in an At-Risk Assembly conducted by the Administration and Guidance Counselors indicating not only that they may not graduate on-time, but what needs to be done on their part in order to raise their respective GPAs.

Action Step 1

Teachers will monitor student work and site-generated assessments in order to identify students that are at-risk of not graduating on-time due to having a GPA less than 2.0. Identified students will be referred to the Guidance Counselor for participation in the At-Risk Assembly.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Pinnacle Gradebook

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

Administrators and Guidance Counselors will monitor Interim Progress Reports and Quarterly grades in order to monitor the fidelity of implementation.

Person or Persons Responsible

Administrators and Guidance Counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Interim Progress Reports, Quarter grades

Plan to Monitor Effectiveness of G12.B3.S1

Administrators will monitor quarterly grades via the At-Risk Cohort report in order to determine the overall effectiveness of the implemented strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

At-Risk Cohort report, quarterly grades

G12.B4 Analysis of the 2012-2013 Suspension report indicates that 16% of all students received one or more behavior referrals that lead to suspension due to a failure to understand the link between academic success and student behavior.

G12.B4.S1 Students with two or more referrals that would lead to suspension will be referred to our Alternate to Suspension program in order to receive information and strategies geared towards making the students more academically successful in school.

Action Step 1

Administrators will monitor student referrals and will refer students to the Alternate to Suspension program, when appropriate.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student Case Management forms

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

Administrators will monitor the Monthly Suspension Report in order to determine if the strategy is being properly implemented.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Suspension Report

Plan to Monitor Effectiveness of G12.B4.S1

Following the FCIM model, the Monthly Suspension Report will be monitored in order to determine the overall effectiveness of the implemented strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Monthly Suspension Report

G13. Results of the 2012-2013 Actual Performance Report indicates that 2% of all students dropped out of school . Our goal for the 2013-2014 is to decrease that by 0.5 percentage points, from 2% to 1.5%.

G13.B1 Analysis of the 2013-2014 Actual Performance Report indicates that 2% of students drop out of school due to lack of academic success and/or motivation.

G13.B1.S1 Students who are at-risk of dropping out of school will attend an At-Risk Assembly that focuses on strategies that will make a student more successful in school.

Action Step 1

Teachers will monitor student work and the attendance of students in order to identify students to refer to the At-Risk Student Assembly.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments, daily attendance.

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

Administrators will monitor Daily Attendance Bulletins in order to determine the rate at which students are withdrawing from the school.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Daily Attendance Bulletins

Plan to Monitor Effectiveness of G13.B1.S1

Administrators will monitor the At-Risk Students report in order to monitor the effectiveness of the implemented strategy.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Monthly At-Risk Student Report

G13.B2 Analysis of the 2013-2014 Actual Performance Report indicates that 89% of all students graduate in 4 years. The remaining 11% do not graduate on-time due to lack of academic success and/or lack of motivation.

G13.B2.S1 Students who are at-risk of not graduating on-time will be identified to attend an At-Risk Assembly conducted by the Administration and Guidance Counselors outlining what needs to be done to make up credits needed to graduate on-time.

Action Step 1

Teachers will monitor student work and attendance and refer struggling students to their respective Guidance Counselor.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments, daily attendance

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

Administrators and Guidance Counselors will monitor the quarterly grades of at-risk students in order to determine if credits are being made up.

Person or Persons Responsible

Administrators and Guidance Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

At-Risk Cohort Report, Interim Progress reports, quarterly grades

Plan to Monitor Effectiveness of G13.B2.S1

Administrators will monitor the At-Risk Cohort report in order to determine the overall effectiveness of the strategy being implemented.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

At-Risk Cohort Report

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

The mission of Dr. Michael M. Krop Senior High School is to educate students in a safe, nurturing, challenging environment that empowers students to become ethical, well-rounded individuals who are life-long learners and productive members of the global community. This mission and the school's vision to become the most respected high school by providing students with the essential skills to live healthier and productive lives manifest themselves through the many programs that are integrated into the school day. The school's violence prevention program, Crime Educators, has been recognized in the District for its work in educating students and parents on the dangers of texting while driving, sexting, and drug and alcohol use. Their work has made a significant impact on the culture in our school. Student members of the program instituted a system where students may anonymously e-mail, text, or call to report crime or other important information to school officials before it was instituted throughout the District. Our Title X Up-Start Homeless Program is one that seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Program assists with the identification, enrollment, attendance, and transportation of homeless students in order to ensure that they are not stigmatized, separated, segregated, or isolated because of their status as homeless. We also provide vision services to qualified students through the Miami Lighthouse / Heiken Children's Vision Program. This Program provides free complete optometric exams conducted at school via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/or the lenses. Our Adult Education program has been successfully implemented as a means for students to recover credits by retaking failed courses, thereby giving them the opportunity to graduate on-time with their cohort peers. Our CTE program provides opportunities for our students to seek Industry Certification in Adobe Photoshop, Dreamweaver, and Flash; Microsoft Office Certification in Quickbooks and Microsoft Office; and Industry Certification in SERV SAFE. During the 2012-2013 school year, 93% of the students that took a CTE Exam became Industry Certified in one or more of those areas, thus making them more employable and sought after in the global technology marketplace. Job training is another program that we have instituted in order to assist our students become better prepared for success after graduation. This program allows students to work in an approved job for one or two periods each the afternoon and receive credit for the experience that they are gaining as a result of their employment. This opportunity has proven to be invaluable in terms of the employability skills that are learned and the experiences that are provided to the program participants.

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. The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.

G1.B1 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B1.S1 During instruction, informational texts and documents that require students to locate, interpret and organize information will be utilized.

PD Opportunity 1

Students should practice locating, interpreting, and organizing information, as well as determining validity and reliability of information within and across text.

Facilitator

Reading Department Chairperson, Reading Teachers

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

G1.B2 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Asian and SWD subgroups was Reporting Category 3: Literary Analysis – Fiction/Nonfiction due to a limited exposure to literary elements and figurative language.

G1.B2.S1 Students would benefit from determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

PD Opportunity 1

Should practice determining the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings. They should also practice analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Facilitator

Reading Department Chairperson, Reading Teachers

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, District and school-site assessments, intervention assessments.

G1.B3 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 3 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B3.S1 Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

PD Opportunity 1

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Facilitator

Reading Department Chairperson, Reading Teachers

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

G1.B4 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Students scoring at Achievement Level 4 was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B4.S1 During instruction, students will evaluate the argument and specific claims within the text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

PD Opportunity 1

Students will practice evaluating the argument and and specific claims within the text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Facilitator

Reading Department Chairperson, Reading Teachers

Participants

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

G1.B5 Analysis of the 2013 Florida Alternate Assessment data indicates that the main area of deficiency for students scoring at Levels 7 was in Vocabulary Development. Students have difficulty in using context clues and graphics to determine meanings of unknown words.

G1.B5.S1 Teachers will provide reading strategies that will help students determine meanings of words by using context clues.

PD Opportunity 1

Students will practice using context clues and graphics to determine the meanings of unknown words

Facilitator

District SPED Personnel

Participants

SPED Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, school-site assessments, intervention assessments, Access Points

G1.B7 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students in the lowest 25% making learning gains was Reporting Category 2: Reading Application due to limited exposure to informational text. Students demonstrate difficulty in determining the main idea or essential message through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Students will utilize the web-based reading intervention program, Reading Plus, in order to further enhance and reinforce reading benchmark mastery.

PD Opportunity 1

Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Facilitator

Reading Plus personnel

Participants

Reading and Language Arts teachers, all other interested teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Plus Usage reports

G1.B8 Analysis of the 2013 CELLA data indicates that students have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 Students will be encouraged to speak in class as much as possible. Conversations will be structured around books and subjects that build vocabulary. Questions that are interactive and meaningful will be asked.

PD Opportunity 1

Students will practice listening and speaking academic English inside the classroom. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening.

Facilitator

District ELL Personnel

Participants

ELL Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, school-site assessments, intervention assessments.

G3. The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.

G3.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate they lack the skills needed to incorporate details, elaboration, and proper word choice into their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided were being done in a manner that was free of plagiarism.

G3.B1.S1 Utilize the State's sample Exemplar Papers and/or other examples of good students' writing to demonstrate how details, elaboration, and proper word choice are to be used as support within their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided are being done in a manner that is free of plagiarism.

PD Opportunity 1

Students should practice the skills needed to incorporate details, elaboration and proper word choice into their writing. Teachers will utilize the State's Exemplar Papers to demonstrate how those skills are to be used as support within their writing.

Facilitator

Language Arts Department Chairperson

Participants

9th and 10th grade Language Arts teachers

Target Dates or Schedule

On-going

Evidence of Completion

Writing samples will be reviewed regularly at department and grade level meetings. Turnitin.com reports will be reviewed, as well.

G4. The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.

G4.B3 Analysis of the 2013 End-of-Course Assessment data indicates that students in the lowest 25% making Learning Gains struggled with Polynomials.

G4.B3.S1 Teachers will provide opportunities to support mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

PD Opportunity 1

Students will have opportunities to practice content that reinforces mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Facilitator

Mathematics Department Co-Chairpersons

Participants

Algebra 1 and Geometry teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments.

G8. The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.

G8.B1 Analysis of the 2013 Biology 1 End-of-Course Assessment data indicates that students scoring at Achievement Level 3 demonstrated a need for improvement in the area of Molecular and Cellular Biology. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G8.B1.S1 Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.

PD Opportunity 1

Students will have the opportunity to practice content that allows them to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and function of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respirations.

Facilitator

Science Department Co-Chairpersons, District Personnel

Participants

Biology teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work, district and school-site assessments, intervention assessments (Gizmos)

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to all students by increasing the participation in competitions and enrollment in accelerated STEM courses.

G9.B4 During the 2012-2013 school year, 73% of accelerated students took one or more STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.

G9.B4.S1 During the 2012-2013 school year, 73% of all accelerated students took one or more STEM-related AP Exam. The goal for 2013-2014 is to increase the percentage of students taking an exam by one percentage point to 74%. Though students are encouraged to attempt accelerated math and science classes, students are somewhat intimidated by the rigor of the accelerated courses and hesitate to enroll in them.

PD Opportunity 1

Students will be provided with a curriculum that is rigorous and relevant in courses leading up to the AP level so that they feel better prepared to be successful on STEM-related AP exams.

Facilitator

College Board Personnel

Participants

AP Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

G10. The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.

G10.B1 Analysis of the 2013 US History Spring Interim Assessment data indicates a need for improvement in the area of The U.S. and Defense of International Peace.

G10.B1.S1 Provide opportunities for students to analyze primary and secondary source documents and determine the validity of each.

PD Opportunity 1

Students will be provided with practice relating to identifying primary source documents and secondary source documents and determine the validity of each.

Facilitator

Social Studied Department Co-Chairpersons, District Personnel

Participants

US History teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and school-site assessments

G11. The results of the 2013 CTE Industry exams indicate that 93% of students taking a CTE exam passed it. Our goal for the 2013-2014 school year is to increase the percentage of students that pass a CTE Industry exam by 1 percentage point, from 93% to 94%.

G11.B2 During the 2012-2013 school year, 58% of all students enrolled in CTE courses were enrolled in accelerated CTE courses. This percentage is limited due to the students being intimidated by the rigor of the accelerated courses.

G11.B2.S1 Teachers will increase the rigor and relevance of their curriculum in order to better prepare students to enroll and be successful in CTE courses and eliminate their perception of course difficulty.

PD Opportunity 1

Students will be provided with a curriculum that is rigorous and relevant in courses so that they feel better prepared to be successful in future CTE courses.

Facilitator

District Personnel, CTE Department Chairperson

Participants

CTE Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work, district and site-generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.	\$2,500
G3.	The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.	\$1,200
G4.	The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.	\$1,000
G8.	The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.	\$1,000
G10.	The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.	\$1,000
Total		\$6,700

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
School-Based Budget	\$5,500	\$0	\$5,500
EESAC funds	\$0	\$1,200	\$1,200
Total	\$5,500	\$1,200	\$6,700

Budget Details

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

G1. The results of the 2013 FCAT 2.0 indicate that 58% of students in grades 9 and 10 achieved proficiency in reading. Our goal for the 2013-2014 school year is to increase student proficiency in grades 9 and 10 by 13 percentage points, from 58% to 71%.

G1.B1 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for the Black, Hispanic, White, ELL, and ED subgroups was Reporting Category 4: Informational Text /Research Process due to limited exposure to informational text. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts.

G1.B1.S1 During instruction, informational texts and documents that require students to locate, interpret and organize information will be utilized.

Action Step 1

Students should practice locating, interpreting, and organizing information, as well as determining validity and reliability of information within and across text.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$1,000

G1.B5 Analysis of the 2013 Florida Alternate Assessment data indicates that the main area of deficiency for students scoring at Levels 7 was in Vocabulary Development. Students have difficulty in using context clues and graphics to determine meanings of unknown words.

G1.B5.S1 Teachers will provide reading strategies that will help students determine meanings of words by using context clues.

Action Step 1

Students will practice using context clues and graphics to determine the meanings of unknown words

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$500

G1.B7 Analysis of the 2013 FCAT 2.0 Reading Test data indicates that the main area of deficiency for students in the lowest 25% making learning gains was Reporting Category 2: Reading Application due to limited exposure to informational text. Students demonstrate difficulty in determining the main idea or essential message through inferring, paraphrasing, summarizing, and identifying relevant details.

G1.B7.S1 Students will utilize the web-based reading intervention program, Reading Plus, in order to further enhance and reinforce reading benchmark mastery.

Action Step 1

Students will practice using and identifying details from the passage to determine main idea, plot, and purpose.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$500

G1.B8 Analysis of the 2013 CELLA data indicates that students have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 Students will be encouraged to speak in class as much as possible. Conversations will be structured around books and subjects that build vocabulary. Questions that are interactive and meaningful will be asked.

Action Step 1

Students will practice listening and speaking academic English inside the classroom. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$500

G3. The results of the 2013 FCAT Writes indicate that 73% of students in grade 10 scored at 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at 3.5 or above by 3 percentage points, from 73% to 76%.

G3.B1 Analysis of the 2013 FCAT Writing Test data indicates a need for improvement in the area of Support. Student writing samples indicate they lack the skills needed to incorporate details, elaboration, and proper word choice into their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided were being done in a manner that was free of plagiarism.

G3.B1.S1 Utilize the State's sample Exemplar Papers and/or other examples of good students' writing to demonstrate how details, elaboration, and proper word choice are to be used as support within their writing. Turnitin.com will be utilized as a means of ensuring that the details being provided are being done in a manner that is free of plagiarism.

Action Step 1

Students should practice the skills needed to incorporate details, elaboration and proper word choice into their writing. Teachers will utilize the State's Exemplar Papers to demonstrate how those skills are to be used as support within their writing.

Resource Type

Evidence-Based Program

Resource

Turnitin.com - A computer-based program that improves student writing by preventing plagiarism and providing effective feedback to students.

Funding Source

EESAC funds

Amount Needed

\$1,200

G4. The results of the 2013 EOC indicate that 69% of students enrolled in target courses achieved proficiency. Our goal for the 2013-2014 school year is to maintain the percentage of student achieving proficiency at 69%.

G4.B3 Analysis of the 2013 End-of-Course Assessment data indicates that students in the lowest 25% making Learning Gains struggled with Polynomials.

G4.B3.S1 Teachers will provide opportunities to support mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Action Step 1

Students will have opportunities to practice content that reinforces mathematical fluency and problem solving skills in the areas of simplifying polynomial and rational expressions by providing time to practice and apply learned concepts in real-life situations.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$1,000

G8. The results of the 2013 Biology 1 End-of-Course Exam indicate that 63% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 3 percentage points, from 63% to 66%.

G8.B1 Analysis of the 2013 Biology 1 End-of-Course Assessment data indicates that students scoring at Achievement Level 3 demonstrated a need for improvement in the area of Molecular and Cellular Biology. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.

G8.B1.S1 Plan and implement instruction for students in all science courses which encourages participation in inquiry-based investigations and highlights the use of scientific process skills to enhance science content knowledge.

Action Step 1

Students will have the opportunity to practice content that allows them to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and function of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respirations.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$1,000

G10. The results of the 2013 U.S. History End-of-Course Assessment indicate that 0% of students scored at the Middle and Upper Third. Our goal for the 2013-2014 school year is to increase this percentage of students by 5 percentage point, from 0% to 5%.

G10.B1 Analysis of the 2013 US History Spring Interim Assessment data indicates a need for improvement in the area of The U.S. and Defense of International Peace.

G10.B1.S1 Provide opportunities for students to analyze primary and secondary source documents and determine the validity of each.

Action Step 1

Students will be provided with practice relating to identifying primary source documents and secondary source documents and determine the validity of each.

Resource Type

Professional Development

Resource

Utilize Temporary Teacher coverage to allow teachers to participate in professional development activities.

Funding Source

School-Based Budget

Amount Needed

\$1,000