



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Young Men's Preparatory Academy

3001 NW 2ND AVE

Miami, FL 33127

305-571-1111

<http://ympa.dadeschools.net>

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

85%

Alternative/ESE Center

No

Charter School

No

Minority Rate

98%

School Grades History

2013-14

C

2012-13

B

2011-12

A

2010-11

C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Young Men's Preparatory Academy

Principal

Leonard Ruan J

School Advisory Council chair

Ann Pope

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

Name	Title
Leonard Ruan	Principal
Holly Howard	Counselor
Mindy Fernandez	SPED Consultative Teacher
Robert Williams	Department Chair Math/Science
Ivonne Regalado	Department Chair Electives
Ramona Clark	Department Chair English/History
Andre Gainey	Lead Teacher
Ann Pope	Activities Director/Test Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The EESAC is made of the following: 1 Principal, 1 UTD Stewart, 6 Parents, 5 Teachers, 2 Business/Community Representatives, 1 Educational Support Employee, 1 Student, 1 Alternate Parent, 1 Alternate Teacher, 2 Alternate Educational Support Employee, and 1 Alternate Student.

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) has a pivotal role in the development of the School Improvement Plan (SIP). The EESAC will be given a copy of the SIP draft at the initial meeting in August and an opportunity to provide feedback prior to the first upload. At the second

meeting, after Peer Reviews and the finals revisions have been made, the committee will meet again to review the document before its approval.

The EESAC will also be charged with reviewing the document and making changes to strategies as necessary when assessment data becomes available.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council activities for the 2013-2014 school year include the following:

- Monitor implementation of the School Improvement Plan through ongoing data analysis
- Review the bylaws
- Approve the School Improvement Plan
- Develop and monitor the implementation of the School Improvement Plan
- Budget training
- Vote on EESAC expenditures
- Complete SIP midyear review
- Complete the needs assessment

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

The SAC will allocate \$700.00 to promote the school-wide literacy program as it is an area in which the school continues to struggle. The SAC will also use \$800.00 to recognize student achievement. The remaining funds, \$1,290.00, will be set aside for proposals presented to the committee throughout the school year.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Leonard Ruan J

Principal

Years as Administrator: 17

Years at Current School: 6

Credentials

Bachelor of Science in Biology, Masters of Science in Science Education, Educational Leadership Certificate, Principal Certification – State of Florida

Performance Record

2013 – School Grade – Pending
 Rdg. Proficiency, 54%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 55 points
 Rdg. Imp. of Lowest 25% - 53 points
 Math Imp. of Lowest 25% - 43 points
 Rdg. AMO – No
 Math AMO– Yes
 2012 – School Grade – A
 Rdg. Proficiency, 50%
 Math Proficiency, 63%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 42 points
 Rdg. AMO –No
 Math AMO–Yes
 2009-2011
 '11 '10 '09
 School Grade C B A
 High Standards Reading 37 38 65.
 High Standards Math 72 78 86
 Lrng Gains-Reading 46 54 65
 Lrng Gains-Math 87 88 88.
 Gains-Reading-25% 40 60 63
 Gains-Math-25% 83 80 93

Classroom Teachers

of classroom teachers

19

receiving effective rating or higher

17, 89%

Highly Qualified Teachers

47%

certified in-field

9, 47%

ESOL endorsed

5, 26%

reading endorsed

2, 11%

with advanced degrees

7, 37%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

3, 16%

with 6-14 years of experience

7, 37%

with 15 or more years of experience

8, 42%

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. Provide opportunities for professional development
2. Continue Small Learning Communities
3. Technology Training

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

Teachers new to the profession are assigned a mentor teacher who shares the same educational background and certification area. Activities include guidance in instructional planning, mentor observations, data chats and completion of the district MINT Program.

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

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

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

Data is gathered and reviewed after each assessment period, Spring FCAT/EOC, Baseline, Fall, and Winter. The data is analyzed in data chats within departments, at faculty meetings, at MTSS/Rtl Leadership meetings, and at EESAC meetings. The sole focus of these meetings is to determine the effectiveness of strategies outlined in the SIP. When the desired level of improvement is not achieved the committee members must use the data to determine which Tier of students are being affected and

means to address the problem, varying from professional development in specific areas, after school tutoring for Tier 3 students, or implementing a completely different SIP strategy.

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

The names, titles, and function of each member of the team is described below:

- Leonard Ruan, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
- Ramona Clark, Robert Williams, Ivonne Regalado, Department Chairs, English/Social Studies, Mathematics/Science and Electives respectively: Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate materials/instruction of intervention activities.
- Mindy Fernandez, Special Education (SPED) Consultative Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.
- Holly Howard, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
- Ann Pope, Activities Director/Test Chair: Provides information about upcoming tests, including district and state assessments, and the data resulting from those assessments.

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

The MTSS/RtI Leadership Team meets bi-weekly to engage in the following activities: Universal screening and progress monitoring of the reading development of students, diagnostic reading assessment of student performance, make data-based decisions for the provision of professional development and response to intervention determined by the results of on-going progress monitoring. In addition, the team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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: FAIR Assessment, Progress Monitoring Reporting Network (PMRN), Edusoft data management system, Florida Comprehensive Assessment Test (FCAT) and End-of-Course (EOC) Exam trend data, teacher assessments, and student grades.

Formative Progress Monitoring: PMRN, Edusoft, FCAT and EOC District's Progress Monitoring Test through Edusoft, teacher/student data chats, teacher grade analysis reports and student progress reports.

Summative: FCAT Assessments in Reading and Writing, EOC Exams in Mathematics, Science, and Social Studies, student retention rate and percentage of FCAT re-takers.

Frequency of Data Analysis: Monthly data meetings with the Leadership team and teachers.

Behavioral Response to Intervention Provides: additional tiers of support through differentiated instruction, services to students in least restrictive environments using least restrictive interventions, time away to reflect on their behaviors and develop better coping systems, peer mentors that can be used to support individual students, and actively engage students in the classroom. Data gathered includes detentions, suspensions, referrals, attendance and functional assessments.

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

Instructional staff will be trained using the Multi-Tiered System of Support Implementation to ensure that all staff members understand the basic Rtl principles and procedures. Guide available on the Florida Rtl website entitled MTSS Implementation Components: Ensuring Common Language and Understanding by October 2013.

http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Parents will have the opportunity to view a presentation concerning MTSS at Open House (September 2013).

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,620

The research-based strategies utilized include:

- Before and After school tutoring for Tier 2 and 3 students.
- Daily Enrichment Block where students receive specialized instruction in FCAT/EOC assessed areas as well as Drop Everything and Read (DEAR).
- Teachers have monthly department meeting where they are given the opportunity to collaborate, plan and engage in professional development activities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is gathered and reviewed after each assessment period, Spring FCAT/EOC, Baseline, Fall, and Winter. The data is analyzed in data chats within departments, at faculty meetings, at MTSS/Rtl Leadership meetings, and at EESAC meetings. The focus of each meeting is to evaluate the effectiveness of the strategies in place. When the data shows that students are not making the expected gains, the strategies are reviewed to determine the possible causes: implementation, fidelity, materials or program.

Who is responsible for monitoring implementation of this strategy?

The persons responsible for analyzing data are the MTSS/Rtl Leadership Team and the EESAC.

Literacy Leadership Team (LLT)

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

Name	Title
Leonard Ruan	Principal

Name	Title
Holly Howard	Counselor
Andre Gainey	Lead Teacher
Robert Williams	Department Chair Math/Science
Ivonne Regalado	Department Chair Electives
Ramona Clark	Department Chair English/History
Minday Fernandez	SPED Consultative Teacher
Ann Pope	Activities Director/Test Chair

How the school-based LLT functions

The principal is charged with cultivating the vision for increased literacy across the disciplines by actively participating in all LLT meetings and initiatives. The principal is responsible for the following functions:

- Providing necessary resources to the LLT.
- Providing professional development materials.
- Monitoring lesson plans during classroom visitations.
- Monitoring the collection and utilization of assessment data.

Major initiatives of the LLT

With only 54% of the students achieving high standards in Reading on the 2013 administration of the FCAT, it is the goal of Young Men's Preparatory Academy to design and implement a literacy model that infuses reading instruction across all disciplines of the core curriculum. Our targeted Reading performance for the 2014 FCAT examination is to have 60% of our students achieving high standards. In order to increase reading achievement in all subgroups, Young Men's Preparatory Academy's three major initiatives are to focus on weakest cluster, implement data chats, and increase student reading inside and outside of school.

The FCAT data showed students were least proficient in Reporting Category 4: Informational Text/ Research Process. Young Men's Preparatory Academy will focus on this cluster using direct instructional strategies and explicit instructional strategies. The Informational Text cluster requires students to practice locating and verifying details, critically analyze text, and synthesize details to draw correct conclusions. Teachers will emphasize instruction that helps student build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Both students and teacher will examine rubrics and the appropriate benchmarks to ensure a complete understanding of basic skills being assessed.

The initial stage of the data chats requires both the teachers and the students to analyze the data to identify primary weakness and review strategies and tools that will enable the students to meet their own personal goals. Students will be assigned a mentor who will meet with the individual students on a regular basis to review their progress and provide more assistance and techniques.

In order to increase student proficiency in reading, the Literacy Leadership Team will establish monthly reading goals. Additionally, the principal will provide time for the media specialist to plan collaboratively with the teachers and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The reading teachers and media specialist will provide professional development activities to promote the library resources and services at the monthly faculty and PTSA meetings. The school will also be participating in the Drop Everything and Read (D.E.A.R.) program so all students will be given time to read during the school day.

Another major initiative for the LLT will be ensuring that all instructional staff are properly trained to implement the Common Core Standards across all disciplines. In order to achieve this goal, our staff will be trained at the school using a variety of techniques including Lesson Studies and resources provided by the district.

Every Teacher Contributes to Reading Instruction

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

In mathematics courses, teachers will provide instruction in:

- Analyzing, evaluate, and interpret, information from text features (charts, graphs, diagrams i.e. data analysis)
- Locating and verifying details necessary to critically analyze text (ex. solving word problems)
- Identifying advanced word/phrase relationships and their meanings (mathematical term prefixes, suffixes, roots i.e. geo, poly, mono).
- Use graphic organizers (ex. Venn diagrams)

In social science courses, teachers will provide instruction in:

- Determining the main idea or essential message from core text or higher through inferring, paraphrasing, summarizing, and identifying relevant details.
- Analyzing text structures and organizational patterns of historical events for the purpose of comparing and contrasting, cause and effect, and chronological order.
- Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources (maps, diagrams).

In science courses, teachers will provide instruction in:

- Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources (charts, graphs, diagrams).
- Identifying advanced word/phrase relationships and their meanings (scientific term prefixes, suffixes, roots i.e. bio, geo, astro).

In elective courses, teachers will provide instruction in:

- Determining the main idea or essential message from core text or higher through inferring, paraphrasing, summarizing, and identifying relevant details.
- Assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text, using a variety of techniques by examining several sources of information (graphic organizers, charts, graphs, diagrams).
- Identifying advanced word/phrase relationships and their meanings (prefixes, suffixes, roots).

The principal will monitor the implementation of these strategies during classroom walkthroughs and observations. Departments will also discuss the effectiveness of these strategies during their monthly meetings.

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

Young Men's Preparatory Academy offers students elective courses in art, music, business, technology, and leadership skills. All disciplines emphasize curriculum relevance and real-world applications as a best practice. Students will also be able to apply the skills and knowledge acquired in their classes through internships.

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

Young Men's Preparatory Academy high school incorporates students' academic and career planning through a rigorous curriculum featuring honors level, Advance Placement and Dual Enrollment courses. Career planning activities include monthly leadership/career awareness symposiums and student

services presentations. Emphasis is placed on employability skills, 7 Habits of Highly Effective People, and Financial Literacy. Students and parents develop and revise an educational plan designed to ensure the relevance of course selections.

Strategies for improving student readiness for the public postsecondary level

As part of our college preparatory model, Young Men's Preparatory Academy will prepare students for postsecondary transition through a tiered program that consists of the following:

- Offer a college preparatory program with emphasis on postsecondary matriculation.
- Provide assistance in planning for college, finding a college, applying to college, and paying for college.
- Provide preparatory courses for PSAT, SAT, ACT and Industry Certifications.
- Provide curriculum support to assist families with college essays, resumes, completing postsecondary applications.
- Assist students in developing portfolios, creating college profiles, and interview techniques.

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	56%	54%	No	60%
American Indian				
Asian				
Black/African American	46%	52%	Yes	51%
Hispanic	68%	59%	Yes	71%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	52%	54%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	31%	
Students scoring at or above Achievement Level 4	23	23%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	
Students in lowest 25% making learning gains (FCAT 2.0)		53%	

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)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	

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.		79%	

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	23	70%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	33%	55%	Yes	39%
American Indian				
Asian				
Black/African American	28%	58%	Yes	35%
Hispanic	32%	48%	Yes	39%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	21%	53%	Yes	29%

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	33%	55%	Yes	39%
American Indian				
Asian				
Black/African American	28%	58%	Yes	35%
Hispanic	32%	48%	Yes	39%
White				
English language learners				
Students with disabilities				
Economically disadvantaged	21%	53%	Yes	29%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		55%	
Students in lowest 25% making learning gains (EOC)		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.		67%	

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	47%	
Students scoring at or above Achievement Level 4	11	37%	

Area 4: Science**High School Science**

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	52%	
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	68	48%	52%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	103	73%	75%
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	4	9%	15%
CTE-STEM program concentrators	0		4
Students taking CTE-STEM industry certification exams	22	61%	65%
Passing rate (%) for students who take CTE-STEM industry certification exams		14%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	36	37%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	36	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	22	61%	65%
Passing rate (%) for students who take CTE industry certification exams		14%	20%
CTE program concentrators	0	0%	4%
CTE teachers holding appropriate industry certifications	1	7%	7%

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	14	9%	
Students in ninth grade with one or more absences within the first 20 days	7	23%	
Students in ninth grade who fail two or more courses in any subject	2	7%	
Students with grade point average less than 2.0	9	9%	
Students who fail to progress on-time to tenth grade	0	0%	
Students who receive two or more behavior referrals	48	32%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	6	4%	

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	4	3%	
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)	39	100%	
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	

Area 9: Parent Involvement

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

Parental involvement targets for the school

Young Men's Preparatory Academy is a Title I School. Please refer to the Online Parent Involvement Plan (PIP).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA	NA	NA%	

Goals Summary

- G1.** For 2013, 54% of students met proficiency on the FCAT 2.0 Reading. our goal for 2014 is to increase proficiency by 6 percentage points to 60%.
- G2.** For 2013, 70% of students scored at proficiency level of 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 3.5 from 70% by 3 percentage points to 73%.
- G3.** For 2013, 79% of students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the number of students meeting the college readiness standards on the PERT Reading from 79% by 2 percentage points to 81%.
- G4.** For 2013, 55% of students met proficiency on the FCAT 2.0 Mathematics Assessment. Our goal for the 2014 school year is to maintain proficiency at 55%.
- G5.** For 2013, 67% of our students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the percentage of students meeting the college readiness standards on the PERT Math from 67% by 3 percentage points to 70%.
- G6.** For 2013, 59% of our students met proficiency on the Algebra 1 End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 48% by 5 percentage points to 53%.
- G7.** For 2013, 84% of our students met proficiency on the Geometry End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 84% by 1 percentage point to 85%.
- G8.** For 2013, 59% of our students met proficiency on the Biology End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency on the Biology EOC from 59% by 5 percentage points to 64%.
- G9.** Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.
- G10.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in CTE and accelerated CTE courses, the number of students taking the CTE exams, and increasing the number of teachers holding industry certification.
- G11.** The baseline assessment indicated that 0% of the Civics EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of proficiency from 0% by 10 percentage points to 10%.

- G12.** The baseline assessment indicated that 0% of the U.S. History EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of students scoring at proficiency from 0% by 10 percentage points to 10%.
- G13.** Our goal for the 2013-2014 school year is to decrease the number of students displaying Early Warning Signs.

Goals Detail

G1. For 2013, 54% of students met proficiency on the FCAT 2.0 Reading. our goal for 2014 is to increase proficiency by 6 percentage points to 60%.

Targets Supported

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

Resources Available to Support the Goal

- Core State-Adopted Textbooks
- District Pacing Guides

Targeted Barriers to Achieving the Goal

- For 2013, 54% of students scored at proficiency. The area of deficiency for the All Students as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.
- For 2013, 31% of students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 4: Informational Text/Research Process due to limited due to limited exposure to informational text.
- For 2013, 23% of students levels 4-5 were proficient. The area of deficiency for student scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.
- For 2013, 61% of students made Learning Gains. The area of deficiency for the students making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.
- For 2013, 53% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.
- For 2013, 64% of students were proficient in Listening/Speaking on the CELLA. Students do not have sufficient opportunities to practice using strategies to help with CELLA Listening/Speaking.
- For 2013, 82% of students were proficient in Reading on the CELLA. Students will use have difficulty identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.
- For 2013, 36% of students were proficient in Writing on the CELLA. Students will have difficulty creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 FCAT 2.0 Reading assessment.

G2. For 2013, 70% of students scored at proficiency level of 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 3.5 from 70% by 3 percentage points to 73%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was writing process, focus and elaboration of expository prompts due to limited practice in evaluating and revision of the draft for the development of content that supports the essential idea.
- For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was application, writing a persuasive essay that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Midyear Writing assessments. The summative assessment is the 2014 FCAT 2.0 Writing assessment.

G3. For 2013, 79% of students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the number of students meeting the college readiness standards on the PERT Reading from 79% by 2 percentage points to 81%.

Targets Supported

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- Students do not have sufficient exposure to the content assessed on the PERT.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include ACT/SAT quizzes and tests. The summative assessment is the Postsecondary Educational Readiness Test.

G4. For 2013, 55% of students met proficiency on the FCAT 2.0 Mathematics Assessment. Our goal for the 2014 school year is to maintain proficiency at 55%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)

Resources Available to Support the Goal

- Core State-Adopted Textbooks
- District Pacing Guides

Targeted Barriers to Achieving the Goal

- For 2013, 17% of students scored at Achievement Level 3. The area of deficiency for the students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration for Grade 6 was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to develop understanding through the use of hands-on activities and practice.
- The area of deficiency anticipated for students in Grade 7 as determined by the Grade 7 Mathematics Baseline Assessment is Reporting Category 3: Number Base Ten due to limited opportunities to practice problem solving in the areas of rational numbers, properties, and solving linear equations.
- For 2013, 17% of students levels 4-5 were proficient. The area of deficiency for the Grade 6 students scoring at or above Achievement Level 4 as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Expressions and Equations due to limited opportunities to solve real-world application based problems.
- The area of deficiency anticipated for students in Grade 7 is Reporting Category 1: Geometry and Measurement due to limited opportunities to practice problem solving involving geometry concepts and conversions in measurement systems.
- For 2013, 55% of students made Learning Gains. The area of deficiency for the students making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to practice and apply the concepts.
- For 2013, 43% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the Lowest 25% as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to practice and apply the concepts.
- The area of deficiency anticipated for middle school students enrolled in Algebra I is Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to limited exposure to performing set operations

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 FCAT 2.0 Mathematics assessment.

G5. For 2013, 67% of our students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the percentage of students meeting the college readiness standards on the PERT Math from 67% by 3 percentage points to 70%.

Targets Supported**Resources Available to Support the Goal**

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, 67% of students met the passing score on the PERT. Students do not have sufficient exposure to the content assessed on the PERT.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include the Miami-Dade College Pre-Tests and Post-Tests for each Module. The summative assessment is the Postsecondary Educational Readiness Test.

G6. For 2013, 59% of our students met proficiency on the Algebra 1 End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 48% by 5 percentage points to 53%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, 39% of the students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Algebra I End-of-Course Assessment is Reporting Category 2: Polynomials due to limited exposure to problem solving in situations involving polynomials.
- For 2013, 9% of the students scored at or above Achievement Level 4. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Algebra I End-of-Course Assessment is Reporting Category 1: Functions, Linear Equations, and Inequalities due to limited exposure to problem solving in situations involving systems of linear equations.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 Algebra I End-of-Course Exam.

G7. For 2013, 84% of our students met proficiency on the Geometry End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 84% by 1 percentage point to 85%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, 47% of student scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Geometry End-of-Course Assessment is Reporting Category 3: Trigonometry and Discrete Mathematics due to limited exposure to problem solving in situations which require the use of trigonometry to solve real-world problems in right triangles.
- For 2013, 37% of student scored at Achievement Level 3. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Geometry End-of-Course Assessment is Reporting Category 1: Two-Dimensional Geometry due to limited experience with utilizing problem-solving skills to make conjectures, use axioms and theorems, construct logical arguments, and write geometric proofs.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 Geometry End-of-Course Exam.

G8. For 2013, 59% of our students met proficiency on the Biology End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency on the Biology EOC from 59% by 5 percentage points to 64%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, 52% of students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Biology End-of-Course Assessment is Reporting Category 2: Classification, Heredity, and Evolution due to limited exposure to providing evidence and explanations that support scientific concepts including natural selection and the origin of life.
- For 2013, 7% of students scored at or above Achievement Level 4. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Biology End-of-Course Assessment is Reporting Category 1: Molecular and Cellular Biology due to limited experience in generating explanations that explicate natural phenomena and using appropriate evidence to justify these explanations.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 Biology End-of-Course Exam.

G9. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.

Targets Supported

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

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guides

Targeted Barriers to Achieving the Goal

- Our goal for the 2013 -2014 school year is to increase the number of STEM-related experiences for students and the percentage of student participation from 48% by 4 percentage points to 52%. The anticipated barrier is limited authentic and collaborative problem solving in applying multidisciplinary knowledge and skills through STEM.
- Our goal for the 2013 -2014 school year is to increase the percentage of students enrolling in accelerated STEM courses from 73% to 75%, maintain the completion rate at 100%, and increase AP participation from 9% to 15%. There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the STEM Curriculum.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions to STEM related events.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include GIZMO Reports and student projects and participation in Fair and SECME. The Summative assessment will be the ratings of projects entered at the Fair and SECME.

G10. Our goal for the 2013-2014 school year is to increase the number of students enrolling in CTE and accelerated CTE courses, the number of students taking the CTE exams, and increasing the number of teachers holding industry certification.

Targets Supported

- CTE

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the CTE curriculum to increase the level of student enrollment from 37% to 40%, maintain the completion rate at 100%, and increase the number of student taking industry certification exams from 14% to 20%.
- CTE Teachers need to hold industry certifications in their area in order to better help their students succeed on the CTE Industry Certification Exams.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, the Literacy Leadership team will look for increased participation in the CTE course

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teachers will have successfully completed the PD and will be able to implement the Common Core Strategies in their classroom.

G11. The baseline assessment indicated that 0% of the Civics EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of proficiency from 0% by 10 percentage points to 10%.

Targets Supported

- Civics EOC

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, the baseline assessment indicated the 0% of student scored at proficiency. The area of deficiency anticipated for students scoring at Achievement Level 3 as determined by the Civics EOC Baseline Assessment is Reporting Category 4: Organization and Function of Government due to limited exposure to the principles, functions, and organization of government.
- For 2013, the baseline assessment indicated the 0% of student scored at or above proficiency. The area of deficiency anticipated for students scoring at or above Achievement Level 4 as determined by the Civics EOC Baseline Assessment is Reporting Category 3: Government Policies and Political Processes due to limited opportunities to analyze media and political communications (bias, symbolism, propaganda).

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 Civics End-of-Course Exam.

G12. The baseline assessment indicated that 0% of the U.S. History EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of students scoring at proficiency from 0% by 10 percentage points to 10%.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Core State-Adopted Textbook
- District Pacing Guide

Targeted Barriers to Achieving the Goal

- For 2013, the baseline assessment indicated that 0% of the students scored at proficiency. The area of deficiency for students scoring at Achievement Level 3 as noted by the United State History EOC is Reporting Category 3: The United States and the Defense of the International Peace (1940-2010) due to limited understanding of the causes and course of World War II as well as its reshaping of the United States' role in the post-war world.
- For 2013, the baseline assessment indicated that 0% of our students score at or above proficiency. The area of deficiency for students scoring at or above Achievement Level 4 as noted by the United States History EOC is Reporting Category 2: Global Military, Political, and Economic Challenges (1890-1940) due to limited opportunities to use research and inquiry skills to analyze United States History using primary and secondary sources.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using formative and summative assessments. Formative assessments include District Baseline and Interim assessments. The summative assessment is the 2014 United States History End-of-Course Exam.

G13. Our goal for the 2013-2014 school year is to decrease the number of students displaying Early Warning Signs.

Targets Supported

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

Resources Available to Support the Goal

- Student History Reports
- Control Web D
- Student Performance Indicator (SPI)
- Student Case Management
- ISIS

Targeted Barriers to Achieving the Goal

- Our school recognizes that student academic development is correlated to student attendance. In monitoring Early Warning Systems for Middle School Students, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more course in any subject, along with students who receive two or more behavioral referrals.
- Our school recognizes that student academic development is correlated to student attendance. In monitoring Early Warning Systems for High School Students, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, freshmen who are absent within the first 20 days of school, freshmen who failed two or more course in any subject, students with a grade point averages less than 2.0, freshmen who fail to progress to tenth grade on-time, along with students who receive two or more behavioral referrals.
- Our goal for the 2013-2014 school year is to decrease the percentage of High School students dropping out from 3% to 1%. To ensure we decrease the dropout rate, at-risk students are being enrolled in alternative programs.
- Our goal for the 2013-2014 school year is to maintain our 100% graduation rate. In order to do that, we will meet with parents to ensure they become familiar with the graduation requirements and are aware of the resources we offer.

Plan to Monitor Progress Toward the Goal

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress will be monitored using assessments including District Baseline and Interim assessments, daily attendance reports, quarterly grade reports, graduation rates, dropout rates, and referrals received by the counselor and administration.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. For 2013, 54% of students met proficiency on the FCAT 2.0 Reading. our goal for 2014 is to increase proficiency by 6 percentage points to 60%.

G1.B1 For 2013, 54% of students scored at proficiency. The area of deficiency for the All Students as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.

G1.B1.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Literary Analysis Fiction and Nonfiction.

Action Step 1

- Students will practice reducing textual information to key points so that comparisons can be made across texts.
- Students will analyze how an author's choices concerning how to structure a text, the order of events within it (i.e. parallel plots), and manipulating time (i.e. pacing, flashbacks), create such effects as mystery, tension, or surprise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, and the 2014 FCAT 2.0.

G1.B2 For 2013, 31% of students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 4: Informational Text/Research Process due to limited due to limited exposure to informational text.

G1.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 4: Informational Text/Research.

Action Step 1

- Students will delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence is relevant and sufficient, and identify false statements and fallacious reasoning.
- Students will practice locating and verifying details, critically analyze text, and synthesize details to draw correct conclusions.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, and the 2014 FCAT 2.0.

G1.B3 For 2013, 23% of students levels 4-5 were proficient. The area of deficiency for student scoring at or above Achievement Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.

G1.B3.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Literary Analysis Fiction and Nonfiction.

Action Step 1

- Students will engage in district approved creative writing projects and activities that incorporate literary devices such as the Scholastic Writing Competition.
- Students will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (i.e. theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (i.e. simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, Interim Assessments, and student entries in district creative writing competitions.

Plan to Monitor Effectiveness of G1.B3.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, student entries in creative writing competitions, and the 2014 FCAT 2.0.

G1.B4 For 2013, 61% of students made Learning Gains. The area of deficiency for the students making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.

G1.B4.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Literary Analysis Fiction and Nonfiction.

Action Step 1

- Increase the variety of instructional strategies and activities that include using graphic organizers, concept maps, open compare and contrast to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, and the 2014 FCAT 2.0.

G1.B5 For 2013, 53% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.

G1.B5.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Literary Analysis Fiction and Nonfiction.

Action Step 1

- Provide after school tutoring for students to develop individualized study plans that include strategies on recognizing implicit meaning or details within a text that support inferences. Emphasis will be placed on reading closely to identify relevant details that support comparison and contrast.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, and the 2014 FCAT 2.0.

G1.B6 For 2013, 64% of students were proficient in Listening/Speaking on the CELLA. Students do not have sufficient opportunities to practice using strategies to help with CELLA Listening/Speaking.

G1.B6.S1 Students will be given opportunities to practice using strategies to help with CELLA Listening/Speaking.

Action Step 1

- Students will work in cooperative learning groups to assess, organize, synthesize, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, 2014 CELLA and the 2014 FCAT 2.0.

G1.B7 For 2013, 82% of students were proficient in Reading on the CELLA. Students will use have difficulty identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.

G1.B7.S1 Students will be given opportunities to practice using strategies to help with CELLA Reading.

Action Step 1

- Students will be given the opportunity to practice using context clues to distinguish the correct meaning of words that have multiple meanings, focus on key vocabulary from each lesson, and develop vocabulary notebooks

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, 2014 CELLA and the 2014 FCAT 2.0.

G1.B8 For 2013, 36% of students were proficient in Writing on the CELLA. Students will have difficulty creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.

G1.B8.S1 Students will be given opportunities to practice using strategies to help with CELLA Writing.

Action Step 1

- Students will conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist and improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, FAIR reports, 2014 CELLA and the 2014 FCAT 2.0.

G2. For 2013, 70% of students scored at proficiency level of 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 3.5 from 70% by 3 percentage points to 73%.

G2.B1 For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was writing process, focus and elaboration of expository prompts due to limited practice in evaluating and revision of the draft for the development of content that supports the essential idea.

G2.B1.S1 Student will be given opportunities to practice using strategies to help with writing expository essays.

Action Step 1

- During writing instruction, students will develop a prewriting plan and utilize graphic organizers to draft an expository essay using supporting details and use a rubric to evaluate and edit their work.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Following the Florida Continuous Improvement Model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Baseline and Mid-Year Writing Assessments.

G2.B2 For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was application, writing a persuasive essay that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

G2.B2.S1 Students will be given opportunities to practice using strategies to help with writing persuasive essays.

Action Step 1

- During writing instruction, students will review persuasive writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and District Baseline and Midyear Writing Tests

Plan to Monitor Effectiveness of G2.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Midyear Writing Test.

G3. For 2013, 79% of students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the number of students meeting the college readiness standards on the PERT Reading from 79% by 2 percentage points to 81%.

G3.B1 Students do not have sufficient exposure to the content assessed on the PERT.

G3.B1.S1 Student will be given opportunities to practice using strategies to help with the PERT Reading.

Action Step 1

- Increase opportunities for students to work in small groups focusing on ACT/SAT strategies and activities.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes and Tests

Plan to Monitor Effectiveness of G3.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

PERT Practice Quizzes and Tests

G4. For 2013, 55% of students met proficiency on the FCAT 2.0 Mathematics Assessment. Our goal for the 2014 school year is to maintain proficiency at 55%.

G4.B1 For 2013, 17% of students scored at Achievement Level 3. The area of deficiency for the students scoring at Achievement Level 3 as noted on the 2013 FCAT 2.0 administration for Grade 6 was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to develop understanding through the use of hands-on activities and practice.

G4.B1.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics.

Action Step 1

- Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B2 The area of deficiency anticipated for students in Grade 7 as determined by the Grade 7 Mathematics Baseline Assessment is Reporting Category 3: Number Base Ten due to limited opportunities to practice problem solving in the areas of rational numbers, properties, and solving linear equations.

G4.B2.S1 Students will be given opportunities to improve on benchmarks they have not tested at proficiency 70% or higher.

Action Step 1

Following the FCIM, the mathematics teacher will review the Interim Assessment data and individually assign benchmarks in which students did not score at 70% or higher and facilitate small tutoring groups using Edgenuity.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Edgenuity Reports

Plan to Monitor Effectiveness of G4.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B3 For 2013, 17% of students levels 4-5 were proficient. The area of deficiency for the Grade 6 students scoring at or above Achievement Level 4 as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Expressions and Equations due to limited opportunities to solve real-world application based problems.

G4.B3.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 2: Expressions and Equations.

Action Step 1

- Develop thematic projects to help students understand and use algebraic notation to describe linear functions and simple relations and analyze and construct graphs and tables representing these relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B4 The area of deficiency anticipated for students in Grade 7 is Reporting Category 1: Geometry and Measurement due to limited opportunities to practice problem solving involving geometry concepts and conversions in measurement systems.

G4.B4.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Geometry and Measurement.

Action Step 1

- Develop thematic projects to help students understand, analyze, and determine how geometry is present in the real-world (objects, patterns, architecture).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B5 For 2013, 55% of students made Learning Gains. The area of deficiency for the students making learning gains as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to practice and apply the concepts.

G4.B5.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics.

Action Step 1

- Develop lessons to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B5.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B6 For 2013, 43% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the Lowest 25% as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to practice and apply the concepts.

G4.B6.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics.

Action Step 1

- Identify students in the lowest 25% and provide after school tutoring to address the mathematic deficiencies particularly in the areas of fractions, ratios, proportional relationships, and statistics.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B6.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 FCAT 2.0.

G4.B7 The area of deficiency anticipated for middle school students enrolled in Algebra I is Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics due to limited exposure to performing set operations

G4.B7.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.

Action Step 1

- Provide opportunities for students to use Venn diagrams to explore relationships and patterns between sets including union, intersection, complement and cross product.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G4.B7.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G4.B7.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 Algebra 1 EOC.

G5. For 2013, 67% of our students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the percentage of students meeting the college readiness standards on the PERT Math from 67% by 3 percentage points to 70%.

G5.B1 For 2013, 67% of students met the passing score on the PERT. Students do not have sufficient exposure to the content assessed on the PERT.

G5.B1.S1 Student will be given opportunities to practice using strategies to help with PERT Math.

Action Step 1

- Use the Miami-Dade College Prep Modules to provide opportunities for students to develop an understanding of the material assessed on the PERT.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes and Tests

Plan to Monitor Effectiveness of G5.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Miami-Dade College Pre-Test and Post-Test data for each Module

G6. For 2013, 59% of our students met proficiency on the Algebra 1 End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 48% by 5 percentage points to 53%.

G6.B1 For 2013, 39% of the students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Algebra I End-of-Course Assessment is Reporting Category 2: Polynomials due to limited exposure to problem solving in situations involving polynomials.

G6.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 2: Polynomials.

Action Step 1

Students will have increased opportunity to practice using strategies to help with questions from Reporting Category 2: Polynomials which include factoring and multiplying polynomial expressions, dividing polynomials by monomials and polynomial with various techniques including synthetic division, through daily bell ringer activities and mini lessons.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments include District Baseline and Interims assessments, and the 2014 Algebra EOC.

G6.B2 For 2013, 9% of the students scored at or above Achievement Level 4. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Algebra I End-of-Course Assessment is Reporting Category 1: Functions, Linear Equations, and Inequalities due to limited exposure to problem solving in situations involving systems of linear equations.

G6.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Functions, Linear Equations, and Inequalities.

Action Step 1

- Develop thematic projects to help students symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 Algebra 1 EOC.

G7. For 2013, 84% of our students met proficiency on the Geometry End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 84% by 1 percentage point to 85%.

G7.B1 For 2013, 47% of student scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Geometry End-of-Course Assessment is Reporting Category 3: Trigonometry and Discrete Mathematics due to limited exposure to problem solving in situations which require the use of trigonometry to solve real-world problems in right triangles.

G7.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 3: Trigonometry and Discrete Mathematics.

Action Step 1

Students will have increased opportunity to practice using strategies to help with questions from Reporting Category 3 Trigonometry and Discrete Mathematics which include the definition and use of trigonometric ratios (sine, cosine, and tangent) in terms of angles in a right triangle, through daily bell ringer activities and mini lessons.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments include District Baseline and Interims assessments, and the 2014 Geometry EOC.

G7.B2 For 2013, 37% of student scored at Achievement Level 3. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Geometry End-of-Course Assessment is Reporting Category 1: Two-Dimensional Geometry due to limited experience with utilizing problem-solving skills to make conjectures, use axioms and theorems, construct logical arguments, and write geometric proofs.

G7.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Two-Dimensional Geometry.

Action Step 1

- Provide inquiry-based investigations and explorations that allow students to manipulate, question, and problem-solve using Explore Learning GIZMOS.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, Interim Assessments, and GIZMO Reports

Plan to Monitor Effectiveness of G7.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 Geometry EOC.

G8. For 2013, 59% of our students met proficiency on the Biology End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency on the Biology EOC from 59% by 5 percentage points to 64%.

G8.B1 For 2013, 52% of students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Biology End-of-Course Assessment is Reporting Category 2: Classification, Heredity, and Evolution due to limited exposure to providing evidence and explanations that support scientific concepts including natural selection and the origin of life.

G8.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 2: Classification, Heredity, and Evolution.

Action Step 1

- Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Student Lab Reports

Plan to Monitor Effectiveness of G8.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments include District Baseline and Interims assessments, and the 2014 Biology EOC.

G8.B2 For 2013, 7% of students scored at or above Achievement Level 4. The area of deficiency for students scoring at or above Achievement Level 4 as noted on the Biology End-of-Course Assessment is Reporting Category 1: Molecular and Cellular Biology due to limited experience in generating explanations that explicate natural phenomena and using appropriate evidence to justify these explanations.

G8.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Molecular and Cellular Biology.

Action Step 1

Weekly push-in tutoring for students identified as in the lowest 25% based on the Winter Interim assessment, focusing on Reporting Category 1: Molecular and Cellular Biology .

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, Interim Assessments, and student entries in the competitions.

Plan to Monitor Effectiveness of G8.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, student entries in science competitions, and the 2014 Biology EOC.

G9. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.

G9.B1 Our goal for the 2013 -2014 school year is to increase the number of STEM-related experiences for students and the percentage of student participation from 48% by 4 percentage points to 52%. The anticipated barrier is limited authentic and collaborative problem solving in applying multidisciplinary knowledge and skills through STEM.

G9.B1.S1 Student will be given opportunities to practice problem solving techniques and applying multidisciplinary knowledge for STEM-related activities.

Action Step 1

- Students will participate in SECME Competitions to practice applying multidisciplinary knowledge and skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Participation in SECME Competitions

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

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions to STEM related events.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Participation in SECME Competitions

Plan to Monitor Effectiveness of G9.B1.S1

Utilize the FCIM to evaluate and adjust instructional strategies and interventions. The Leadership team will monitor project entries and schools performance in competitions, and student project submissions to STEM related events.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Participation in SECME Competitions

G9.B2 Our goal for the 2013 -2014 school year is to increase the percentage of students enrolling in accelerated STEM courses from 73% to 75%, maintain the completion rate at 100%, and increase AP participation from 9% to 15%. There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the STEM Curriculum.

G9.B2.S1 Provide teachers Professional Development in Common Core.

Action Step 1

• After a data analysis, we recognize the need to increase both the number of students enrolled in STEM courses along with the completion rate and success on placement exams. • Professional Development opportunities will be offered at the school site on Common Core State Standards for Literacy in Science and Technical Subjects.

Person or Persons Responsible

PD Liaison

Target Dates or Schedule

Early Release Days

Evidence of Completion

Master Plan Points from PD

Facilitator:

Ramona Clark

Participants:

Science and Technical Subject Teachers

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

Utilize the FCIM to evaluate and adjust instructional strategies and interventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Master Plan Points

Plan to Monitor Effectiveness of G9.B2.S1

Utilize the FCIM to evaluate and adjust instructional strategies and interventions.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will have successfully completed the PD and will be able to implement the Common Core Strategies acquired through the PD in their classroom.

G10. Our goal for the 2013-2014 school year is to increase the number of students enrolling in CTE and accelerated CTE courses, the number of students taking the CTE exams, and increasing the number of teachers holding industry certification.

G10.B1 There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the CTE curriculum to increase the level of student enrollment from 37% to 40%, maintain the completion rate at 100%, and increase the number of student taking industry certification exams from 14% to 20%.

G10.B1.S1 Provide teachers PD in the Common Core.

Action Step 1

- After a data analysis, we recognize the need to increase both the number of students enrolled in CTE courses along with the completion rate and success on industry certification exams.
- Professional Development opportunities will be offered at the school site on Common Core State Standards for Literacy in Science and Technical Subjects.

Person or Persons Responsible

PD Liaison

Target Dates or Schedule

Early Release Days

Evidence of Completion

Master Plan Points for PD

Facilitator:

Ramona Clark

Participants:

Science and Technical Subject Teachers

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

Following the Florida Continuous Improvement Model, the Literacy Leadership team will look for increased participation in the CTE course.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Enrollment in CTE Courses

Plan to Monitor Effectiveness of G10.B1.S1

Following the Florida Continuous Improvement Model, the Literacy Leadership team will look for increased participation in the CTE course.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Enrollment in CTE Courses

G10.B2 CTE Teachers need to hold industry certifications in their area in order to better help their students succeed on the CTE Industry Certification Exams.

G10.B2.S1 Provide CTE Teachers opportunities receive training in the CTE Subject they teach.

Action Step 1

Teachers will be given opportunities to receive training in their CTE subject area in order to better understand the content and strategies in which they should use to instruct the students.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points/ College Credits

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

Following the FCIM, the LLT will look for increased use of new strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Master Plan Points/College Credits

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM, the LLT will look for increased use of new strategies.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Master Plan Points/College Credits

G11. The baseline assessment indicated that 0% of the Civics EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of proficiency from 0% by 10 percentage points to 10%.

G11.B1 For 2013, the baseline assessment indicated the 0% of student scored at proficiency. The area of deficiency anticipated for students scoring at Achievement Level 3 as determined by the Civics EOC Baseline Assessment is Reporting Category 4: Organization and Function of Government due to limited exposure to the principles, functions, and organization of government.

G11.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 4: Organization and Function of Government.

Action Step 1

Students will create both short and extended responses from discussion questions regarding the functions and systems of government to continue to improve our performance. Daily bell ringers are also be designed to reviewing these benchmarks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments include District Baseline and Interims assessments, and the 2014 Civics EOC.

G11.B2 For 2013, the baseline assessment indicated the 0% of student scored at or above proficiency. The area of deficiency anticipated for students scoring at or above Achievement Level 4 as determined by the Civics EOC Baseline Assessment is Reporting Category 3: Government Policies and Political Processes due to limited opportunities to analyze media and political communications (bias, symbolism, propaganda).

G11.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Government Policies and Political Processes.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 Civics EOC.

G12. The baseline assessment indicated that 0% of the U.S. History EOC students scored at proficiency. Our goal for the 2013-2014 school year is to raise the level of students scoring at proficiency from 0% by 10 percentage points to 10%.

G12.B1 For 2013, the baseline assessment indicated that 0% of the students scored at proficiency. The area of deficiency for students scoring at Achievement Level 3 as noted by the United State History EOC is Reporting Category 3: The United States and the Defense of the International Peace (1940-2010) due to limited understanding of the causes and course of World War II as well as its reshaping of the United States' role in the post-war world.

G12.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 3: The United States and the Defense of the International Peace (1940-2010).

Action Step 1

Students will create both short and extended responses from discussion questions regarding the understanding of the causes, course and consequences of war. Daily bell ringers are also be designed to reviewing these benchmarks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G12.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments include District Baseline and Interims assessments, and the 2014 U.S. History EOC.

G12.B2 For 2013, the baseline assessment indicated that 0% of our students score at or above proficiency. The area of deficiency for students scoring at or above Achievement Level 4 as noted by the United States History EOC is Reporting Category 2: Global Military, Political, and Economic Challenges (1890-1940) due to limited opportunities to use research and inquiry skills to analyze United States History using primary and secondary sources.

G12.B2.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 2: Global Military, Political, and Economic Challenges (1890-1940).

Action Step 1

- Students will have the opportunity to analyze how images, symbols, cartoons, charts, graphs, maps and artwork may be used to interpret the significance of time periods and events from the past.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes, Tests, and Interim Assessments

Plan to Monitor Effectiveness of G12.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative assessments including District Baseline and Interim assessments, and the 2014 United States History EOC.

G13. Our goal for the 2013-2014 school year is to decrease the number of students displaying Early Warning Signs.

G13.B1 Our school recognizes that student academic development is correlated to student attendance. In monitoring Early Warning Systems for Middle School Students, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, the number of students who failed a math course, students who failed an English language course, students who failed two or more course in any subject, along with students who receive two or more behavioral referrals.

G13.B1.S1 Monitor student data to determine which middle school students may be displaying early warning signs.

Action Step 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance or tardies will be referred to the MTSS/RtI team. • The MTSS/RtI team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process. • A Peer Mentoring system will be developed as a mean of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship. • Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored. • Students will be enrolled in course recovery classes.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor's Log

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

District Baseline and Interim assessments, daily attendance reports, quarterly grade reports, and referrals received by the counselor and administration

Plan to Monitor Effectiveness of G13.B1.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Baseline and Interim assessments, daily attendance reports, quarterly grade reports, and referrals received by the counselor and administration

G13.B2 Our school recognizes that student academic development is correlated to student attendance. In monitoring Early Warning Systems for High School Students, our school will increase student attendance by decreasing the number of students who missed 10% or more of the available instructional time, freshmen who are absent within the first 20 days of school, freshmen who failed two or more course in any subject, students with a grade point averages less than 2.0, freshmen who fail to progress to tenth grade on-time, along with students who receive two or more behavioral referrals.

G13.B2.S1 Monitor student data to isolate high school students who may be displaying early warning signs.

Action Step 1

The following action steps will be implemented: • Students who are deemed as developing a pattern of non-attendance or tardies will be referred to the MTSS/Rtl team. • Parents of any freshmen absent within the first 20 days of school will be contacted. • The MTSS/Rtl team will monitor students who receive two or more behavioral referrals providing students with counseling and encouraging parental involvement in the process. • A Peer Mentoring system will be developed as a mean of assisting with conflict resolution. • A reward system will be established to recognize students for perfect attendance and outstanding citizenship. • Tutorial programs will be established to address students' areas of need. Participation in these programs will be closely monitored. • Students will be enrolled in course recovery classes. • The MTSS/Rtl team will review quarterly grade reports to target and monitor students with grade point averages at or below 2.0 and provide interventions for those students.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor's Log

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

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Baseline and Interim assessments, daily attendance reports, quarterly grade reports, and referrals received by the counselor and administration.

Plan to Monitor Effectiveness of G13.B2.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

District Baseline and Interim assessments, daily attendance reports, quarterly grade reports, and referrals received by the counselor and administration.

G13.B3 Our goal for the 2013-2014 school year is to decrease the percentage of High School students dropping out from 3% to 1%. To ensure we decrease the dropout rate, at-risk students are being enrolled in alternative programs.

G13.B3.S1 Monitor student data to isolate students who may be displaying signs of dropping out.

Action Step 1

- Identify and refer students who contain the following: - poor attendance (10 or more unexcused absences) - students with a grade point average of less than 2.0 - poor classroom conduct/behavior

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Counselor's Log

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Enrollment log tracking at-risk students registering for alternative programs.

Plan to Monitor Effectiveness of G13.B3.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Enrollment log tracking at-risk students registering for alternative programs.

G13.B4 Our goal for the 2013-2014 school year is to maintain our 100% graduation rate. In order to do that, we will meet with parents to ensure they become familiar with the graduation requirements and are aware of the resources we offer.

G13.B4.S1 Provide graduation requirements to parents at a parent workshop.

Action Step 1

- Provide training to inform parents of the graduation requirements to ensure students receive the proper support.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign-in Sheet

Plan to Monitor Fidelity of Implementation of G13.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor parent sign-in sheets.

Plan to Monitor Effectiveness of G13.B4.S1

Following the Florida Continuous Improvement Model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Monitor parent sign-in sheets to ensure that all parents have received training.

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

Young Men's Preparatory Academy provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title VI, Part B

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Young Men's Preparatory Academy offers non-violence and anti-drug programs to students. These programs include:

- Youth Prevention Action Plan
- Mediation Groups (Anger Management & Transition)
- Anti-Bullying

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

High school completion courses are available to all eligible Young Men's Preparatory students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will have the opportunity to successfully complete an academy program. They will have a better understanding of the qualifications and skills needed to take advantage of post-secondary opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school.

Furthermore, this provides opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

A senior internship partnership with local businesses will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, including Parent Academy Courses, with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!), a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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.

G9. Our goal for the 2013-2014 school year is to increase the number of STEM-related experiences for students, the percentage of students participating in STEM-related activities, and the number of students enrolling and completing accelerated STEM courses.

G9.B2 Our goal for the 2013 -2014 school year is to increase the percentage of students enrolling in accelerated STEM courses from 73% to 75%, maintain the completion rate at 100%, and increase AP participation from 9% to 15%. There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the STEM Curriculum.

G9.B2.S1 Provide teachers Professional Development in Common Core.

PD Opportunity 1

- After a data analysis, we recognize the need to increase both the number of students enrolled in STEM courses along with the completion rate and success on placement exams.
- Professional Development opportunities will be offered at the school site on Common Core State Standards for Literacy in Science and Technical Subjects.

Facilitator

Ramona Clark

Participants

Science and Technical Subject Teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Master Plan Points from PD

G10. Our goal for the 2013-2014 school year is to increase the number of students enrolling in CTE and accelerated CTE courses, the number of students taking the CTE exams, and increasing the number of teachers holding industry certification.

G10.B1 There is a need to integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into the CTE curriculum to increase the level of student enrollment from 37% to 40%, maintain the completion rate at 100%, and increase the number of student taking industry certification exams from 14% to 20%.

G10.B1.S1 Provide teachers PD in the Common Core.

PD Opportunity 1

- After a data analysis, we recognize the need to increase both the number of students enrolled in CTE courses along with the completion rate and success on industry certification exams.
- Professional Development opportunities will be offered at the school site on Common Core State Standards for Literacy in Science and Technical Subjects.

Facilitator

Ramona Clark

Participants

Science and Technical Subject Teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Master Plan Points for PD

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	For 2013, 54% of students met proficiency on the FCAT 2.0 Reading. our goal for 2014 is to increase proficiency by 6 percentage points to 60%.	\$500
G2.	For 2013, 70% of students scored at proficiency level of 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 3.5 from 70% by 3 percentage points to 73%.	\$1,000
G3.	For 2013, 79% of students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the number of students meeting the college readiness standards on the PERT Reading from 79% by 2 percentage points to 81%.	\$500
G4.	For 2013, 55% of students met proficiency on the FCAT 2.0 Mathematics Assessment. Our goal for the 2014 school year is to maintain proficiency at 55%.	\$500
G5.	For 2013, 67% of our students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the percentage of students meeting the college readiness standards on the PERT Math from 67% by 3 percentage points to 70%.	\$500
G6.	For 2013, 59% of our students met proficiency on the Algebra 1 End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 48% by 5 percentage points to 53%.	\$500
G7.	For 2013, 84% of our students met proficiency on the Geometry End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 84% by 1 percentage point to 85%.	\$500
G8.	For 2013, 59% of our students met proficiency on the Biology End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency on the Biology EOC from 59% by 5 percentage points to 64%.	\$500
Total		\$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
General Fund	\$1,500	\$3,000	\$4,500
Total	\$1,500	\$3,000	\$4,500

Budget Details

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

G1. For 2013, 54% of students met proficiency on the FCAT 2.0 Reading. our goal for 2014 is to increase proficiency by 6 percentage points to 60%.

G1.B5 For 2013, 53% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the lowest 25% making learning gains, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to literary elements and figurative language.

G1.B5.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 3: Literary Analysis Fiction and Nonfiction.

Action Step 1

- Provide after school tutoring for students to develop individualized study plans that include strategies on recognizing implicit meaning or details within a text that support inferences. Emphasis will be placed on reading closely to identify relevant details that support comparison and contrast.

Resource Type

Evidence-Based Program

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G2. For 2013, 70% of students scored at proficiency level of 3.5 or higher in Writing. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Level 3.5 from 70% by 3 percentage points to 73%.

G2.B1 For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was writing process, focus and elaboration of expository prompts due to limited practice in evaluating and revision of the draft for the development of content that supports the essential idea.

G2.B1.S1 Student will be given opportunities to practice using strategies to help with writing expository essays.

Action Step 1

- During writing instruction, students will develop a prewriting plan and utilize graphic organizers to draft an expository essay using supporting details and use a rubric to evaluate and edit their work.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G2.B2 For 2013, 70% of students scored at proficiency. The area of deficiency for the students as noted on the 2013 FCAT Writing 2.0 administration was application, writing a persuasive essay that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

G2.B2.S1 Students will be given opportunities to practice using strategies to help with writing persuasive essays.

Action Step 1

- During writing instruction, students will review persuasive writing techniques for a variety of audiences and purposes, use figurative and descriptive language to convey style and tone, understand how word connotations/denotations impact meaning, analyze mentor text such as poetry, speeches, print and media advertisements to enrich student writing.

Resource Type

Evidence-Based Program

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G3. For 2013, 79% of students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the number of students meeting the college readiness standards on the PERT Reading from 79% by 2 percentage points to 81%.

G3.B1 Students do not have sufficient exposure to the content assessed on the PERT.

G3.B1.S1 Student will be given opportunities to practice using strategies to help with the PERT Reading.

Action Step 1

- Increase opportunities for students to work in small groups focusing on ACT/SAT strategies and activities.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G4. For 2013, 55% of students met proficiency on the FCAT 2.0 Mathematics Assessment. Our goal for the 2014 school year is to maintain proficiency at 55%.

G4.B6 For 2013, 43% of students in the Lowest 25% made Learning Gains. The area of deficiency for the students in the Lowest 25% as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics due to limited opportunities to practice and apply the concepts.

G4.B6.S1 Students will be given opportunities to practice using strategies to help with Reporting Category 1: Fractions, Ratios, Proportional Relationships, and Statistics.

Action Step 1

- Identify students in the lowest 25% and provide after school tutoring to address the mathematic deficiencies particularly in the areas of fractions, ratios, proportional relationships, and statistics.

Resource Type

Evidence-Based Program

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G5. For 2013, 67% of our students demonstrated Postsecondary Readiness. Our goal for the 2013-2014 school year is to increase the percentage of students meeting the college readiness standards on the PERT Math from 67% by 3 percentage points to 70%.

G5.B1 For 2013, 67% of students met the passing score on the PERT. Students do not have sufficient exposure to the content assessed on the PERT.

G5.B1.S1 Student will be given opportunities to practice using strategies to help with PERT Math.

Action Step 1

- Use the Miami-Dade College Prep Modules to provide opportunities for students to develop an understanding of the material assessed on the PERT.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G6. For 2013, 59% of our students met proficiency on the Algebra 1 End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 48% by 5 percentage points to 53%.

G6.B1 For 2013, 39% of the students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Algebra I End-of-Course Assessment is Reporting Category 2: Polynomials due to limited exposure to problem solving in situations involving polynomials.

G6.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 2: Polynomials.

Action Step 1

Students will have increased opportunity to practice using strategies to help with questions from Reporting Category 2: Polynomials which include factoring and multiplying polynomial expressions, dividing polynomials by monomials and polynomial with various techniques including synthetic division, through daily bell ringer activities and mini lessons.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G7. For 2013, 84% of our students met proficiency on the Geometry End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency from 84% by 1 percentage point to 85%.

G7.B1 For 2013, 47% of student scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Geometry End-of-Course Assessment is Reporting Category 3: Trigonometry and Discrete Mathematics due to limited exposure to problem solving in situations which require the use of trigonometry to solve real-world problems in right triangles.

G7.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 3: Trigonometry and Discrete Mathematics.

Action Step 1

Students will have increased opportunity to practice using strategies to help with questions from Reporting Category 3 Trigonometry and Discrete Mathematics which include the definition and use of trigonometric ratios (sine, cosine, and tangent) in terms of angles in a right triangle, through daily bell ringer activities and mini lessons.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500

G8. For 2013, 59% of our students met proficiency on the Biology End-of-Course Exam. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at proficiency on the Biology EOC from 59% by 5 percentage points to 64%.

G8.B1 For 2013, 52% of students scored at Achievement Level 3. The area of deficiency for students scoring at Achievement Level 3 as noted on the Biology End-of-Course Assessment is Reporting Category 2: Classification, Heredity, and Evolution due to limited exposure to providing evidence and explanations that support scientific concepts including natural selection and the origin of life.

G8.B1.S1 Student will be given opportunities to practice using strategies to help with Reporting Category 2: Classification, Heredity, and Evolution.

Action Step 1

- Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences.

Resource Type

Personnel

Resource

Pay teachers hourly for tutoring.

Funding Source

General Fund

Amount Needed

\$500