2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Macarthur South

13990 SW 264TH ST

Naranja, FL 33032

305-258-7200

http://macarthursouth.dadeschools.net/

School Demographics

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

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
NOT GRADED			

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Miami Macarthur South

Principal
Gregory A. Beckford

School Advisory Council chair
Joseph Terrano

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

Name	Title
Gregory Beckford	Principal
Yolanda Green	Assistant Principal
Joseph Terrano	Teacher
Ely Iglesias-Cruz	Teacher
Brenda Washington	Teacher
Leslie Lamkin	Teacher
Larry Hicks	Teacher
Natasha Hollerman	School Social Worker
Andrea Fuller	School Counselor

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

Gregory Beckford,Ed.S (Principal)
Yolanda Green, Ed.D (Assistant Principal)
Joseph Terrano (Teacher)
Ely Iglesias-Cruz (Teacher)
Brenda Washington (Teacher
Leslie Lamkin (Teacher)
Luis Llorens (Teacher)

Marty McGuire (T.R.U.S.T Counselor)
Andrea Fuller (School Counselor)
Celia Vega (Data Input Specialist/ Paraprofessional)
Jose Brown (Paraprofessional)
Lashawn Ferguson (Parent)
Levern Jordan (Parent)
Latonya Green (Parent)
Dajiah Wallace (Student)
Yolanda Martinez (Student)
Emily Paul (Student)
David Dukes (Community Liaison for Abstinence Between Strong Teen Int'l., Inc.)
Helen McGuire, Ed.D (Community Activist)
James Washington (Community Representative)
Stephan Alterman (Community Representative)
Donna P. Terrano (Community Representative)
Christina Biandola (Community Representative)

Involvement of the SAC in the development of the SIP

The SAC committee members met with the principal to discuss their roles and responsibilities for the 2013-2014 school year. Teachers were given an overview of the SAC process during the Opening of School Meeting and the Faculty Meeting. Teachers met with their department chairs to discuss the SIP and provided new strategies for the 2013-2014 SIP. The SAC committee met to review the teachers' suggestions and to offered additional comments. The SAC committee will be responsible for assisting the Leadership Team in guiding the SIP process; as well as monitoring the implementation of the strategies with fidelity.

Activities of the SAC for the upcoming school year

The activities that the SAC committee will be involved in are ensuring SIP is not done in isolation; surveying the staff; students, parents for feedback on school improvement plan, reviewing student data and collecting artifacts on the school's accomplishments.

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

1. Students uniforms- $250.00
2. Student incentives for Early Warning Signs- $250.00

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

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

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

Administrators

of administrators
2

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

Administrator Information:

Gregory A. Beckford

Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	B.S. Elementary Ed. B.S. Mathematics 6-12 M.S. Education, Leadership Ed.S. Educational Leadership
Performance Record	Years `13, `12, `11, `10, `09 School Grades ?, A, A, A, N/A High Standards Reading 69,66, 91, 91, N/A High Standards Mathematics 75,74,91,91,N/A Learning Gains Reading 74, 66,71, 74, N/A Learning Gains Mathematics 74, 68, 76, 72, N/A Lowest 25% Gains Reading 64, 64, 78, 77, N/A Lowest 25% Gains Mathematics 62, 58, 77, 76, N/A AMO Met

Yolanda D. Green

Asst Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	5-9 English Certification Master's Degree English Ed. Leadership Certificate Ed.D. Organizational Leadership
Performance Record	Years `13, `12, `11, `10, `09 School Grades N/A, N/A, N/A, N/A, N/A High Standards Reading N/A, N/A, N/A, N/A, N/A High Standards Mathematics N/A, N/A, N/A, N/A, N/A Learning Gains Reading N/A, N/A, N/A, N/A, N/A Learning Gains Mathematics N/A, N/A, N/A, N/A, N/A Lowest 25% Gains Reading N/A, N/A, N/A, N/A, N/A Lowest 25% Gains Mathematics N/A, N/A, N/A, N/A, N/A

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers
20

 # receiving effective rating or higher
19, 95%

 # Highly Qualified Teachers
50%

 # certified in-field
19, 95%

 # ESOL endorsed
6, 30%

 # reading endorsed
2, 10%

 # with advanced degrees
12, 60%

 # National Board Certified
2, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
6, 30%

 # with 15 or more years of experience
13, 65%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
10, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school's strategies to recruit and retain highly qualified, certified-in-field, and effective teachers are:
• Making teacher recruitment an organizational priority which drives decision-making around staffing and

allocation of resources.
• The administration manages and coordinates activities for networking.
• Peer Mint Mentor is provided to assist with beginning teacher responsibilities.
• Reception at Opening of School Faculty Meeting
• On-going opportunities for peer collaboration, joint decision-making, committee work, school wide social

clubs and events
• Professional Development opportunities
• Continue training and refreshing teachers on IPEGS.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers involved in the Mint Mentor Mentoring Program will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified. Mentor teachers and Instructional Coaches will provide assistance and model for instructional staff/ paraprofessionals that are out-of-field.

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

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

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

Tier1
MTSS/RtI Leadership Team will monitor the schools' academic and behavioral data, gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. (MTSS/RtI SIP)
Tier 2
The school psychologist solicits teachers concerns on specific students' academic deficiencies, attendance and behavioral issues. Weekly team meetings on Wednesdays are held to maintain communication with staff and to provide support for any academic or behavioral goals listed on the SIP plan and to document the specific plan to monitor fidelity of MTSS/RtI implementation.
Tier 3
The Leadership Team, Selected MTSS/RtI Team members and the parents meet to discuss intensive

problem solving for a few students to receive additional support and to align with the core academic and behavior curriculum and instruction for the school

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

Our MTSS/RtI Leadership Team consists of the following:
Administrators:
Mr. Gregory Beckford, Principal
Dr. Yolanda Green, Assistant Principal
School Psychologist- Laura Cruz
Math, Test Chair -Ely Iglesias-Cruz
Reading / Language Arts Chair- Brenda Washington
Science Chair - Leslie Lamkin
School's Placement Specialist- Dr. Ileana Velazquez
The School-based MTSS/RtI leadership Team is comprised of the Principal, the Assistant Principal, the school's psychologist, one reading and mathematics department chairperson, one science department chair and one school's placement specialist.
The school's Leadership Team will include additional personnel as resources to the team. These members
Include: Special education personnel, school social workers, school guidance counselors, and the school's T.R.U.S.T specialist.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS/RtI implementation. The Principal is accompanied by the Assistant Principal who supports the principal in all initiatives and works actively on the implementation of all strategies.
School's psychologist: Facilitates the MTSS/ RtI meetings, participates in the data collection, identifies 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;"
Reading / Language Arts Department Chair: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Mathematics department chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.
Science department chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Placement Specialist: Works 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", and facilitates students placement from the district and the school level.

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

The MTSS/RtI Leadership team will:
Monitor and adjust the school's academic and behavioral goals through data gathering analysis
Monitor the fidelity of the delivery of instruction and intervention
Provide levels of support and interventions to students based on data

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

Data will be used to guide instructional decisions and system procedures for all students to:
• differentiate instruction according to student needs
• modify the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Managed data will include:
• EDUSOFT Data
• Reading Assessments (FAIR, TRE, Reading Plus Programs)
• District Interim Assessments (Reading, Math, Writing and Science)
• FCAT 2.0/ EOC
• Broad Diagnostics Indicators
• Ongoing Progress Monitoring Tools
• Phonics Screening Inventory
• Edgenuity Credit Recovery
• Academic Test Talks with students
Behavioral
• Referrals for psychological evaluation/special education programs
• Student Case Management System (Suspensions/Expulsions, Disciplinary Actions)
• Positive Behavior Support (PBS)
• Referrals based on student behavior
• Team climate surveys
• Attendance
• Referrals to special education programs

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

The district professional development and support will include:
• training for all administrators in the MTSS/RtI problem solving, data analysis process
• providing support for school staff to understand basic MTSS/RtI principles and procedures
• providing a network of ongoing support for MTSS/RtI organized through feeder patterns
• Provide parent workshop to understand basic MTSS/RtI principles and procedures.

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: Summer Program
Minutes added to school year: 4,800

Summer school enrichment program will be implemented which will focus on core academic subjects in the areas of mathematics and reading.

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?

FCAT, 2.0, End of Course Exam (EOC), and Eudsoft authentic assessments data will be used to progress monitor students in summer programs. We will use the data from progress monitoring to determine additional interventions for those students not increasing their percentage points. Extra focus will be on decreasing those students falling in the Low Probability category and increasing the number of students in the Moderate to High Probability categories.

Who is responsible for monitoring implementation of this strategy?

Administration :
Gregory Beckford, Principal
Dr. Yolanda Green, Assistant Principal
Department Chairs:
Iglesias-Cruz, Math Dept. Chair/ Test Chair
Brenda , Washington- Reading and Language Arts Chair

Literacy Leadership Team (LLT)

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

Name	Title
Gregory Beckford	Principal
Dr. Yolanda Green	Assistant Principal
Ely Iglesias-Cruz	Math Dept. Chair/ Test Chair
Joseph Terrano	Teacher/ EESAC Chair
Laura Cruz	School Psychologist
Leslie Lamkin	Science Dept. Chair
Tina Hoo-Carroll	SPED Dept. Chair
Brenda Washington	Language Arts Dept. Chair/Reading Contact
Andrea Fuller	Student Services Dept. Chair
Marsha Rummel	Media Specialist
Larry Hicks	Social Studies Teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to increase capacity of reading knowledge within the school building and focus on areas of literacy concerns throughout the school. The principal, assistant principal, EESAC chair, reading department chair ,reading teachers, content area teachers, and other principal appointees serve on this team, which will meet once a month. The LLT function is to ensure all reading components are addressed across the curriculum. The principal will suggest that teachers include reading as one of their Individual Professional Development Plan (IPDP) goals. Performance data, administration, and analysis of assessments are reviewed to help provide insight for differentiated instruction and intensive intervention. The principal, the reading department chair and the MTSS/RtI team will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP and School Improvement Plan, when planning professional development for the school. The principal and reading department chair will meet regularly to collaborate on the needs of teachers and students. During these meetings the reading department chair will advise LLT regarding professional development plans based on follow-up visits from classroom observations. The principal will also update the reading department chair on district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading department chair will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

Major initiatives of the LLT

The major initiative of the LLT this year will be to ensure fidelity in the implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including classroom reading materials and accelerated programs. Immediate intensive intervention through MTSS/RtI will be addressed at the LLT meetings. Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties will be addressed. Dependent upon the degree of need, intervention will be provided through Professional Development, both from the school site reading department chair and district curriculum support specialists. Language Arts and Reading teachers will plan collaboratively with the media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, Parent Support Network meetings, and encouraging participation in school-wide media center reading promotion campaigns. The principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

Every Teacher Contributes to Reading Instruction

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

All teachers will engage in ongoing collection of all available data and observations, discussion and reflection of best teaching practices to implement reading strategies across the curriculum as follows:
• The Literacy Leadership Team (LLT) provides professional development on effective reading strategies across the curriculum at scheduled meetings throughout the school year. Selected teachers represent each department to promote collaboration among peers as a professional learning strategy.
• Common Planning seeks to improve instruction and build caring learning communities to meet the needs of all students.
• Research-based strategies and instructional materials will be utilized to target the Next Generation Sunshine State Standards Benchmarks in Reading.
• Regularly scheduled department meetings will focus on targeted strategies for increasing student achievement in reading, as evidenced by the monthly minutes.
• Reading strategies are evident in teacher lesson plans, formal classroom observations, and informal walkthroughs

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

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

Students at Miami MacArthur South have the opportunity to participate in applied and integrated courses such as: Family Consumer Science, Auto Mechanics, and Culinary Arts to help them see the relationship between course subjects and the relevance to their futures. Students are exposed to curriculum framework in fully equipped labs. Students are presented the opportunity to make the connection between content and technical applications in real life situations preparing meals and servicing automobiles. The vocational department meets monthly to discuss the infusion of reading into the classes and explore career opportunities for students. In addition to the vocational programs, Miami MacArthur South has an established curriculum offering academic core courses and electives to fulfill certification and basic graduation requirements.

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

During the registration process students and parents are interviewed by student services personnel and administration. Counselors assign classes based on student area(s) of interest. Student services personnel will work with students to complete the electronic Portfolio Educational Plan (ePEP) for middle school and CHOICES for high school to review students' areas of interest. We will explore virtual school courses to supplement the school's course offerings.

Strategies for improving student readiness for the public postsecondary level

The Articulation, Transition, and Orientation board policy is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school, and succeeding in post-secondary academic institutions. Miami MacArthur South 11th and 12th grade students will attend Orientation field trips and take the Post Educational Placement Test as part of collaborations with Miami Dade College. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school. Additionally, students are exposed to guest speakers and college tours that advise them of college entrance requirements and financial aid. Secondary goals are addressed through the administration of the ASVAB and needs assessment surveys that identify student strengths and weaknesses.

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	23%		No	30%
American Indian				
Asian				
Black/African American	21%		No	29%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	21%		No	29%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		13%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		17%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	22%		No	30%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	23%		No	30%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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	22%		No	30%
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	23%		No	30%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		24%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		6%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		15%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		3%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		6%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	91	62%	61%
Students who fail a mathematics course	15	23%	22%
Students who fail an English Language Arts course	25	38%	37%
Students who fail two or more courses in any subject	30	46%	45%
Students who receive two or more behavior referrals	72	82%	81%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	138	95%	94%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	61%	60%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	11	61%	60%
Students with grade point average less than 2.0	23	58%	57%
Students who fail to progress on-time to tenth grade	8	0%	0%
Students who receive two or more behavior referrals	72	82%	81%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	138	95%	94%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	19	19%	17%
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)	3	12%	14%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	7%	9%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	9%	11%

Goals Summary

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 10% of students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above proficiency by 9 percentage point to 19%

G2. The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points

G3. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.

G4. Our goal for 2013-2014 school year is to increase the percentage of Algebra 1 students achieving proficiency, level 3 and above by 8 percentage points to 26%.

G5. The results of the 2013 Geometry EOC Assessment indicate that 8 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 8 percentage points to 16%.

G6. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in science, level 3 or above by 6 percentage points to 15%.

G7. The results of the 2013 Biology EOC Assessment indicates that 10 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 9 percentage points to 19%.

G8. Our goal for 2014 is to increase student participation in the STEM related activities.

G9. Our goal for the 2014 school year, CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G10. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 10% of students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above proficiency by 9 percentage point to 19%

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- FCAT Explorer, Reading Plus, Jamestown Reading Navigator, and Voyager Journeys

Targeted Barriers to Achieving the Goal

- 1.The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test Reporting Level 3 students show limited evidence of rigorous training on district approved reading interventions. Proper implementation of professional development and utilization of reading intervention programs with fidelity.

- 2. According to the results of the 2013 FCAT 2.0 Reading assessment 3% of our students scored at or above achievement level 4. The area of deficiency for level 4 students was they lack the ability to synthesize complex text in order to gain understanding of high cognitive complex information.

Plan to Monitor Progress Toward the Goal

The Literacy Leadership Team and the administration will use the District Intern Assessments to determine if progress toward the goal has been obtained.

Person or Persons Responsible

Literacy Leadership Team and administration

Target Dates or Schedule:

August 2013, October 2013 and February 2014

Evidence of Completion:

Various Edusoft Reports Year at a Glance Data Reports District Interim Assessments Reports 2013-2014

G2. The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points

Targets Supported

- Writing

Resources Available to Support the Goal

- Graphic Organizers

- Technology

Targeted Barriers to Achieving the Goal

- 1.The Students demonstrate limited knowledge on how to write a persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.

Plan to Monitor Progress Toward the Goal

School-wide Mock Writing Assessment Student Portfolios

Person or Persons Responsible
Project Management Team Literacy Leadership Team Language Arts Chair

Target Dates or Schedule:
August 2013 October 2013 February 2013

Evidence of Completion:
Results 2013-2014 FCAT

G3. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
- Discovery Education, Gizmos, Step-It-Up, National Library of Virtual Manipulatives, FCAT Explorer, FOCUS Achieves

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 FCAT 2.0 Mathematics assessment 8% of our students scored at achievement level 3. The area of deficiency for level 3 students was Ratios/Proportional Relationships. Level 3 students demonstrate a weakness in understanding using ratios, rates, and proportional and non-proportional relationships to solve real-word application based problems.

- According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of deficiency for level 4 and above students was Ratios/Proportional Relationships. Level 4 and above students demonstrate a weakness with constructing viable arguments to defend their reasoning in the areas of ratios, rates, and proportional and non-proportional relationships.

- The deficiency with students in the lowest 25% is the lack of opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed.

Plan to Monitor Progress Toward the Goal

The administration will analyze data generated from District Interim Assessments and conduct ongoing Data Chats with teachers to determine if students are making adequate progress.

Person or Persons Responsible
Administrators and Mathematics Teacher

Target Dates or Schedule:
August 2013 October 2013 February 2014

Evidence of Completion:
Edusoft Data Reports and District Data Year at a Glance

G4. Our goal for 2013-2014 school year is to increase the percentage of Algebra 1 students achieving proficiency, level 3 and above by 8 percentage points to 26%.

Targets Supported

- Math ()

- Algebra 1 EOC

Resources Available to Support the Goal

- Gizmos, Discovery Learning, Algebra Nation, Cognitive Tutor, Destination Math, Florida FOCUS Achieves.

Targeted Barriers to Achieving the Goal

- According to the results of the 2013 Algebra 1 EOC Assessment indicates that 18% of our students scored at achievement level 3. The area of deficiency for students scoring level 3 on the Algebra 1 EOC was Rationals, Radicals, Quadratics, & Discrete Mathematics. Students demonstrate weakness in utilizing multiple representations to draw conclusions.

- Students scoring at achievement level 4 or above demonstrate weakness in the area of Rationals, Radicals, Quadratics, & Discrete Mathematics. Students demonstrate weakness in solving algebraic proportions in real-world and mathematical context when utilizing technology and other resources.

Plan to Monitor Progress Toward the Goal

The administration and the MTSS/RtI Team will analyze data generated from District Interim Assessments and meet with teachers to determine if students are making adequate progress.

Person or Persons Responsible
Administrators MTSS/RtI Team

Target Dates or Schedule:
Ongoing 2013-2014

Evidence of Completion:
Edusoft Data Reports Student Data Portfolios

G5. The results of the 2013 Geometry EOC Assessment indicate that 8 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 8 percentage points to 16%.

Targets Supported

- Math ()

- Geometry EOC

Resources Available to Support the Goal

- Gizmos, Discovery Learning, Cognitive Tutor Geometry, Geometer's Sketchpad, Florida FOCUS Achieves!

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring level 3 on the Geometry EOC was Trigonometry & Discrete Mathematics. Students demonstrate weakness in the ability to identify the converse, inverse, or contrapositive of a given statement.

- The results of the 2013 Geometry EOC Assessment indicated that 8% of our students scored at Level 4 or above. The area of deficiency was Trigonometry & Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

The administration will progress monitor students' academic growth through teacher/student Data chats to develop opportunities for intervention and/or enrichment.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing 2013-2014

Evidence of Completion:
Edusoft Data Reports Data Portfolios Walkthroughs

G6. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in science, level 3 or above by 6 percentage points to 15%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Gizmos, FCAT Explorer, Florida Achieve FOCUS, Brain Pop, Discovery Learning.

Targeted Barriers to Achieving the Goal

- The results of the 2012-2013 FCAT 2.0 Science Test indicate that 9% of our students achieved Level 3 proficiency. The greatest area of deficiency for achievement level 3 students is Earth and Space Science. Students demonstrate weakness with the ability to identify how Earth changes due to weathering, erosion, and plate tectonics.

- The greatest area of deficiency for achievement level 4 or above students is Earth and Space Science. Students demonstrate a limited mastery level to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Plan to Monitor Progress Toward the Goal

The administration and the MTSS/ RtI team will analyze data generated from District Interim Assessments and meet with teachers to determine if students are making adequate progress.

Person or Persons Responsible

Administration MTSS/RtI Team

Target Dates or Schedule:

September 2013- June 2014

Evidence of Completion:

District Year at a Glance Report

G7. The results of the 2013 Biology EOC Assessment indicates that 10 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 9 percentage points to 19%.

Targets Supported

- Science

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Explore Learning GIZMOS, Discovery Learning, Edgenuity, FCAT Eplorer, Brain POP, Florida FOCUS Achieves, Fairchild Challenge, and SECME.

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring level 3 on the Biology EOC was Classification, Heredity, Evolution. Limited evidence of students performing at the mastery level of this reporting category indicates students inability to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

- The results of the 2013 Biology EOC Assessment indicated that 10% of our students scored at Level 4 or above. The area of deficiency was Classification, Heredity, Evolution. Students scoring on or above level 4 demonstrate weakness in consistently being able to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

Plan to Monitor Progress Toward the Goal

The administration and Biology teacher will analyze data generated from District Interim Assessments and Authentic Benchmark Assessment to monitor students' academic progress.

Person or Persons Responsible
Administration MTSS/RtI Team

Target Dates or Schedule:
September 2013- June 2014

Evidence of Completion:
The data from the 2014 Biology EOC Assessments will be analyzed to determine the effectiveness of the strategies.

G8. Our goal for 2014 is to increase student participation in the STEM related activities.

Targets Supported

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- Science courses offered, Fairchild Challenge, and Science Fairs

Targeted Barriers to Achieving the Goal

- Students do not have STEM-related clubs to choose from.

Plan to Monitor Progress Toward the Goal

The MTSS/ RtI and the administration will review the STEM Club attendance records.

Person or Persons Responsible
MTSS/RtI and administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Meeting minutes and attendance logs

G9. Our goal for the 2014 school year, CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

Targets Supported
- CTE

Resources Available to Support the Goal
- Career Pathway: Bridging the Gap

Targeted Barriers to Achieving the Goal
- CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

Plan to Monitor Progress Toward the Goal

The administration will inform the CTE teachers of their expectations and monitor timelines for integration of Common Core State Standards into CTE instruction

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Review reading and/or math data of CTE students

G10. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.

Targets Supported

- EWS

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- School Counselors, TRUST Specialist, School Resource Officer, Positive Behavior Support System, and Attendance Incentives.

Targeted Barriers to Achieving the Goal

- 61% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 60%.

- Currently 61% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 60%.

- 58% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 57%.

- 82% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 81%.

Plan to Monitor Progress Toward the Goal

The MTSS/RtI will follow Florida Continuous Improvement Model (FCIM) to increase student achievement. Data will be reviewed quarterly to determine instructional focus and instruction will be modified as needed.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 10% of students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above proficiency by 9 percentage point to 19%

G1.B1 1.The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test Reporting Level 3 students show limited evidence of rigorous training on district approved reading interventions. Proper implementation of professional development and utilization of reading intervention programs with fidelity.

G1.B1.S1 Provide multiple Professional Development opportunities during common planning and in the first nine weeks of school.

Action Step 1

The District will provide training for the teachers on how to implement the reading intervention programs with fidelity.

Person or Persons Responsible

District

Target Dates or Schedule

8/2013-6/2014

Evidence of Completion

6/2014 Professional development certificates

Facilitator:

District support staff

Participants:

Teachers

Action Step 2

The Language Arts Department chair will train the teachers on how to use Edusoft, Focus, and other Intervention Programs to improve student achievement.

Person or Persons Responsible

Language Arts Department Chair

Target Dates or Schedule

8/2013-6/2014

Evidence of Completion

Sign in Sheets

Action Step 3

The administration will progress monitor usage of the Reading Intervention with fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

8/2013-6/2014

Evidence of Completion

Assessment data learning gains

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

The administration will ensure training on the District approved Reading intervention programs are implemented with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Professional Development sign-in sheets, Professional Development Completion Certificates, and Individual Professional Growth Plan

Plan to Monitor Effectiveness of G1.B1.S1

The Literacy Leadership Team and the administration will observe teachers' behaviors during classroom walkthroughs and look for evidence of students at work and/ or relevant questions being asked by students to determine if the program is being used with fidelity.

Person or Persons Responsible

Literacy Leadership Team and administration

Target Dates or Schedule

During daily walkthroughs 8/13-12-13

Evidence of Completion

Walkthroughs notes and reports trends/ patterns made by the administration during weekly meetings.

G1.B2 2. According to the results of the 2013 FCAT 2.0 Reading assessment 3% of our students scored at or above achievement level 4. The area of deficiency for level 4 students was they lack the ability to synthesize complex text in order to gain understanding of high cognitive complex information.

G1.B2.S1 Creation of a school-reading across the curriculum FOCUS calendar that addresses the areas of deficiencies.

Action Step 1

Creation of School-Wide Instructional FOCUS Calendar

Person or Persons Responsible

Language Arts Chair

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Administration daily walk-through and Teacher Data Chat will provide opportunities to observe the implementation through lesson plans and data binders of the actions steps that address students' deficiencies.

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

Strategies to ensure ongoing common planning periods addresses the needs for implementing with fidelity a school-wide reading across the curriculum FOCUS calendar.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Minutes from monthly department meeting highlighting discussions of address students' areas of weakness.

Plan to Monitor Effectiveness of G1.B2.S1

Action steps and strategies ensuring the FOCUS on student achievement and learning gains.

Person or Persons Responsible

Administration

Target Dates or Schedule

8/2013-6/2014

Evidence of Completion

Results of 2014 FCAT 2.0

G2. The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points

G2.B1 1.The Students demonstrate limited knowledge on how to write a persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.

G2.B1.S1 Students will be instructed on how to modify word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece

Action Step 1

The Language Arts teachers will be trained on how to teach students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader

Person or Persons Responsible

Language Arts teachers will be trained on how to teach students to develop persuasive arguments and to use those arguments to construct an effective persuasive text.

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Mock Writing Assessment Students' Writing Portfolios

Facilitator:

In-House Facilitator

Participants:

Faculty

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

Students' Writing Portfolios, Administration daily walk-through, and Teacher Data Chat will provide opportunities to observe the effective implementation of action steps to improve student achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Students' portfolios Mock Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Monitor student performance through Ongoing Progress Monitoring, Student Writing Portfolios, School-wide Mock Assessment and 2014 FCAT Writing.

Person or Persons Responsible

Language Arts Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Mock Writing Assessment and students' portfolios

G3. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment 8% of our students scored at achievement level 3. The area of deficiency for level 3 students was Ratios/Proportional Relationships. Level 3 students demonstrate a weakness in understanding using ratios, rates, and proportional and non-proportional relationships to solve real-word application based problems.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of ratios, rates, and proportional and non-proportional relationships.

Action Step 1

Mathematic teachers will be trained on how to Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Learning Journal Activities using the Step-It-Up problem solving protocol.

Facilitator:

District Mathematics Department

Participants:

Middle Grades Mathematics Teachers

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

The administration will review the results of the District Interim Assessments to ensure students are progressing.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing August 2013-June 2014

Evidence of Completion

The data from the District Interim Assessments will be analyzed to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G3.B1.S1

The mathematics department/ grade level teachers will review the data from monthly assessments and District Interim Data reports to ensure progress and adjust the curriculum focus as needed.

Person or Persons Responsible

Administrator and Mathematics Teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Results from the 2014 FCAT 2.0 Mathematics assessment.

G3.B2 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of deficiency for level 4 and above students was Ratios/Proportional Relationships. Level 4 and above students demonstrate a weakness with constructing viable arguments to defend their reasoning in the areas of ratios, rates, and proportional and non-proportional relationships.

G3.B2.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of ratios, rates, and proportional relationships.

Action Step 1

Math teachers will be trained on how to present lesson that deal with the exploration and the development of student understanding in the areas of ratios, rates, and proportional and non-proportional relationships through the use of scale drawings, graphs, and online virtual manipulatives for engaging opportunities for practice.

Person or Persons Responsible

Mathematics Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Project based learning completion reports from Gizmos and Discovery Learning.

Facilitator:

District Gizmos Training and Discovery Learning

Participants:

Mathematics/ Science Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Edusoft reports will be utilized to monitor students progress on the Districts Interim Assessments.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Data Reports 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, results of monthly project completions on Gizmos or Discovery Learning will be reviewed to ensure progress.Adjustments will be made to align the projects to the curriculum.

Person or Persons Responsible

Administrators Mathematics Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Projects with virtual manipulative labs.

G3.B3 The deficiency with students in the lowest 25% is the lack of opportunities to use visual models to solve routine proportion problems, including scale drawings, similar figures, and constant speed.

G3.B3.S1 Identify students in the lowest 25% and use an in-school intervention tutorial program (FCAT Explorer) to address the mathematics deficiencies particularly in the areas of ratios, rates, and proportional relationships as indicated by data reports.

Action Step 1

Scheduling of students in the lowest 25% in ongoing intervention tutoring utilizing FCAT Explorer so address and monitor progress in the area of deficiency.

Person or Persons Responsible

Administration Mathematics Teacher Mathematics Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly FCAT Explorer Progress Reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Results of weekly FCAT Explorer Reports and Data from the District Interim Assessments

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly August, October 2013 and February 2014

Evidence of Completion

Students FCAT Explorer Data Reports Edusoft Students Performance Reports

Plan to Monitor Effectiveness of G3.B3.S1

Analyze data collected through the FCAT Explorer reports and students benchmark performance reports.

Person or Persons Responsible

Administrator Mathematics Department Chair Mathematics Tutor

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly Reports and Data chats to review students progress and monitor effectiveness of the program.

G4. Our goal for 2013-2014 school year is to increase the percentage of Algebra 1 students achieving proficiency, level 3 and above by 8 percentage points to 26%.

G4.B1 According to the results of the 2013 Algebra 1 EOC Assessment indicates that 18% of our students scored at achievement level 3. The area of deficiency for students scoring level 3 on the Algebra 1 EOC was Rationals, Radicals, Quadratics, & Discrete Mathematics. Students demonstrate weakness in utilizing multiple representations to draw conclusions.

G4.B1.S1 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. Build capacity in the Algebra 1 classrooms for students to utilize graphic organizers and to explore and make arguments about relationships among sets. Solve algebraic proportions in real-world and mathematical contexts.

Action Step 1

The teachers will Implement the use of graphic organizers and student learning logs to develop organizational skills in solving algebraic equations and real-world problem solving strategies. Infuse literacy instruction to increase student mathematical vocabulary and allow student to learn in cooperative groups and engage in problem/solution discussions.

Person or Persons Responsible

Algebra 1Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student Learning Logs Data Portfolios

Facilitator:

Reading in the Content Areas

Participants:

All Subject Area Teachers

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

The administration will analyze data generated from District Interim Assessments and meet with teachers to determine if students are making adequate progress.

Person or Persons Responsible

Administrator

Target Dates or Schedule

August 2013 October 2013 February 2014

Evidence of Completion

The data from the 2014 Algebra 1 EOC Assessments will be analyzed to determine the effectiveness of the strategies.

Plan to Monitor Effectiveness of G4.B1.S1

The Algebra 1 teachers will analyze their students' data from the District Interim Assessments and Topic Benchmark Assessment to determine the students growth.

Person or Persons Responsible

Algebra 1 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Student Performance Reports Edusoft Class List Reports District Year at a Glance Data Reports

G4.B2 Students scoring at achievement level 4 or above demonstrate weakness in the area of Rationals, Radicals, Quadratics, & Discrete Mathematics. Students demonstrate weakness in solving algebraic proportions in real-world and mathematical context when utilizing technology and other resources.

G4.B2.S1 Provide opportunities for students to solve real-world problems using quadratic equations. Perform set operations, such as union and intersection, complement, and cross product. Use Venn diagrams to explore and make arguments about relationships among sets.

Action Step 1

Allow students to construct arguments and critique arguments of peers. Encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Algebra 1 Teachers Mathematics Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios; Learning Logs Student Performance Reports

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

District Interim Assessments and Topic Benchmark Assessments will be used to monitor students performance growth.

Person or Persons Responsible

Administrators MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of the 2014 Algebra 1 EOC

Plan to Monitor Effectiveness of G4.B2.S1

Student/Teacher Data Chat will be used to review progress on the Topic Benchmark assessments.

Person or Persons Responsible

Algebra 1 Teacher MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusfot Student Performance Reports

G5. The results of the 2013 Geometry EOC Assessment indicate that 8 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 8 percentage points to 16%.

G5.B1 The area of deficiency for students scoring level 3 on the Geometry EOC was Trigonometry & Discrete Mathematics. Students demonstrate weakness in the ability to identify the converse, inverse, or contrapositive of a given statement.

G5.B1.S1 Provide opportunities for students achieving level 3 on the Geometry EOC to practice the content so they will be able to identify the converse, inverse, or contrapositive of a given statement.

Action Step 1

The Geometry teachers will implement organizational strategies through the use of Learning Logs that students will develop to build mathematical vocabulary and establish a routine for note-taking and study skills. This will enforce students' ability to identify the converse, inverse, or contrapositive of a given statement.

Person or Persons Responsible

Geometry Teacher

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student Learning Log and Student Portfolios

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

The administration will analyze data generated from District Geometry Interim Assessments and meet with teachers to determine if students are making adequate progress through Data Chats.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 October 2013 February 2014

Evidence of Completion

Edusoft Progress Reports District Year at a Glance

Plan to Monitor Effectiveness of G5.B1.S1

The Geometry teacher and the MTSS/RtI team will use progress monitoring of students' academic growth through teacher/student Data chats to develop opportunities for intervention and/or enrichment.

Person or Persons Responsible

Geometry Teacher MTSS/RtI Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Performance Reports Class List Reports

G5.B2 The results of the 2013 Geometry EOC Assessment indicated that 8% of our students scored at Level 4 or above. The area of deficiency was Trigonometry & Discrete Mathematics.

G5.B2.S1 Provide opportunities for the Level 4 or above students to apply geometric concepts in modeling real-world situations. Students need to be able to determine whether two propositions are logically equivalent in mathematical or real-world contexts.

Action Step 1

Geometry teachers will implement an enrichment intervention plan to address the areas of deficiency for level 4 or above Geometry by utilizing the "INTERWRITE MOBI" a device to project technology base learning.

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Progress is monitored during the completion of the labs.

Facilitator:

"INTERWRITE MOBI"

Participants:

Algebra 1 and Geometry Teachers

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

The data from the Geometry District Interim Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, October 2013 and February 2014

Evidence of Completion

Edusoft Classs List Reports District Year at a Glance Reports

Plan to Monitor Effectiveness of G5.B2.S1

Teacher Training for Cognotive Tutor Student Progress reports from Cognitive Tutor Completed Labs

Person or Persons Responsible

Geometry Teacher Administrator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Performance Reports / Lab Completions Professional Development Log / Use of Program

G6. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in science, level 3 or above by 6 percentage points to 15%.

G6.B1 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 9% of our students achieved Level 3 proficiency. The greatest area of deficiency for achievement level 3 students is Earth and Space Science. Students demonstrate weakness with the ability to identify how Earth changes due to weathering, erosion, and plate tectonics.

G6.B1.S1 Teachers will incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom. In addition, teachers will incorporate inquiry-based virtual science experiments and implement technology enhanced instruction that uses online-virtual manipulatives.

Action Step 1

The Science teachers will provide students opportunities to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space Science by incorporating virtual lab investigations and researched field studies.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

September 2013- June 2013

Evidence of Completion

Students Lab Reports Student Portfolios Authentic Assessments

Facilitator:

In-House Facilitator

Participants:

Science, Mathematics Teacher

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

The administration will review and use the Interim Assessment reports to conduct Teacher Data Chats and to make adjustments to curriculum focus and strategies as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 October 2013 February 2014

Evidence of Completion

District Interim Reports Instructional FOCUS curriculum

Plan to Monitor Effectiveness of G6.B1.S1

The Science teachers will monitored students growth utilizing student lab reports, completion of virtual-labs, students science learning logs, and authentic benchmark assessments.

Person or Persons Responsible

Science Tearchers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Performance Reports Student Portfolios/ Learning Logs

G6.B2 The greatest area of deficiency for achievement level 4 or above students is Earth and Space Science. Students demonstrate a limited mastery level to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

G6.B2.S1 Plan with science teachers to discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts. Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and re-mediate student conceptual understanding of topics being addressed.

Action Step 1

The science teachers will ensure the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. Science Teachers will establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering)

Person or Persons Responsible

Science Teacher MTSS/RtI Team

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Monitor student performance through District Interim Assessments, and Authentic Benchmark Assessments progress monitoring and Data Chats.

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

Administration daily walk-through, IPEGS evaluations, and Progress monitor students' academic growth through teacher/student Data chats to develop opportunities for intervention and/or enrichment

Person or Persons Responsible

Administrators

Target Dates or Schedule

August 2013 June 2014

Evidence of Completion

Student Performance Reports IPEGS Evaluations

Plan to Monitor Effectiveness of G6.B2.S1

District Interim Data reports will be reviewed by administrators and science teachers to monitor students progress and identify areas in need of improvement.

Person or Persons Responsible

Science Teacher MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Edusoft Interim Reports Student Performance Reports

G7. The results of the 2013 Biology EOC Assessment indicates that 10 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 9 percentage points to 19%.

G7.B1 The area of deficiency for students scoring level 3 on the Biology EOC was Classification, Heredity, Evolution. Limited evidence of students performing at the mastery level of this reporting category indicates students inability to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

G7.B1.S1 Provide students scoring at achievement level 3 inquiry-based laboratory activities of life and environmental science system, for students to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Teachers will ensure that level 3 students will be able to write lab conclusions with claim-evidence-reasoning, and incorporates critical thinking and problem-solving skills for all investigations. Enrichment activities will include the Implementation of technology-enhanced instruction that uses online-virtual labs.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student Portfolios, Science Lab Learning Logs, Lab Completions

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

Administration daily walk-through, IPEGS evaluations, and Progress monitor students' academic growth through teacher/student Data chats to develop opportunities for intervention and/or enrichment daily walk-through, IPEGS evaluations, and Progress monitor students' academic growth through teacher/student Data chats to develop opportunities for intervention and/or enrichment

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June2014

Evidence of Completion

Edusoft Data Reports IPEGS Evaluation Data Portfolios

Plan to Monitor Effectiveness of G7.B1.S1

The administrators will analyze data generated from District Interim Assessments/ Biology 2014 EOC and meet with teachers to determine if students are making adequate progress.

Person or Persons Responsible

Administrators MTSS/RtI Team Biology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

The results of the Biology EOC Interim Assessments will be reviewed for students learning gains and ensure that all areas of deficiencies are being addressed.

G7.B2 The results of the 2013 Biology EOC Assessment indicated that 10% of our students scored at Level 4 or above. The area of deficiency was Classification, Heredity, Evolution. Students scoring on or above level 4 demonstrate weakness in consistently being able to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

G7.B2.S1 Provide opportunities for the Level 4 or above students to compare, contrast, interpret, analyze, and explain Science concepts including environmental and ecological concepts during laboratory activities, and classroom discussions.

Action Step 1

Incorporate viable classroom discussions, note-taking, and organizational strategies to ensure students will be able to analyze the development of a scientific theory and the difference between theories and laws.

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Students Portfolios, Classroom Discussion Learning Logs, Science Reports.

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

Administration daily walk-through, IPEGS evaluations, and progress monitor students' academic growth through teacher/student Data Chats to develop opportunities for intervention and/or enrichment.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

The data from the 2014 Biology EOC Assessment will be analyzed to determine effectiveness.

Plan to Monitor Effectiveness of G7.B2.S1

The District Interim Assessments and Authentic Benchmark Assessments will be used to perform teacher/student Data Chats to monitor academic growth and identify areas of strengths and weaknesses.

Person or Persons Responsible

Biology Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessment Reports Edusoft Student Performance Reports

G8. Our goal for 2014 is to increase student participation in the STEM related activities.

G8.B1 Students do not have STEM-related clubs to choose from.

G8.B1.S1 Increase the number of STEM-related extra-curricular activities.

Action Step 1

Discovery Education and the Navy present a series of interactive lesson plans specifically designed for 9-12 graders to explore new ideas and new worlds related to science, technology, engineering and math (STEM).

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013/ February 2014

Evidence of Completion

CO_2 cartridge racers which is to use distance divided by time to determine speed and the Maglev - train which was used to show propulsion.

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

The administration will monitor the math and science STEM projects with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Math and Science project completed and available for review.

Plan to Monitor Effectiveness of G8.B1.S1

The math and science department chairs will review the enrollment attendance log sheets and the meeting minutes in clubs such as SECME, Math Honor Society to determine growth in membership.

Person or Persons Responsible

Math and Science Department Chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance logs and meeting minutes

G9. Our goal for the 2014 school year, CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G9.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

G9.B1.S1 Allow release time for CTE teachers to attend district CTE CCSS training (to be scheduled for August & Sept 2013.)

Action Step 1

The CTE teachers will attend PD on how to read and use data for differentiated instruction for industry certification preparation. (FCAT FAIR or student LEXILE reading levels.) Also, the CTE teachers will attend professional development activities to promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content/Common Core State Standards and facilitate an in-house professional development for the science and math teachers.

Person or Persons Responsible

Literacy Leadership Team and the CTE instructor

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Reading data of CTE students measuring CCSS

Facilitator:

CTE Teachers

Participants:

Math and Science Teachers

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

CTE teacher will facilitate the district CTE Common Core State Standards to the math and science during a Early Release Day Activity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Daily walk-through and developed cross-curricular Common Core State Standards evident in lessons plans (between Science and CTE for CCSS Range of Reading and Level of Text Complexity Standards.) Monitor the Perkins Grant Accountability district data of Reading targets of CTE students.

Plan to Monitor Effectiveness of G9.B1.S1

The Administration will create expectations and monitor the timeline for integration of CCSS into CTE instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Completion of the integration of Common Core State Standards in the CTE classes through the CTE lesson plans, timeline calendar with completion dates, and IPEGS Summative Evaluation.

G10. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.

G10.B1 61% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 60%.

G10.B1.S1 Counselors and administration will review expectations of attendance requirements at grade level orientations within the first week of school.

Action Step 1

The Literacy Leadership Team will review the school's expectations and the eligibility requirements for the students to return to their home school during the first week of school. In addition, the LLT team will ensure students success by reviewing the attendance policy and the requirements for participating in Positive Behavior Support Program.

Person or Persons Responsible

LLT

Target Dates or Schedule

First week of school

Evidence of Completion

Power point and Memo

Facilitator:

In-House Facilitator

Participants:

Faculty

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

The administration will follow the Florida Continuous Improvement Model (FCIM). Data will be reviewed quarterly and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G10.B1.S1

The MTSS/RtI will follow the Florida Continuous Improvement Model (FCIM) and data will review quarterly. The teachers instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

September 2013/May 2014

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G10.B2 Currently 61% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 60%.

G10.B2.S1 Students in danger of failing two or more courses will be targeted for credit recovery.

Action Step 1

The Student Service Department will review with students their academic status and explore appropriate credit and GPA recovery options in order to meet the students needs.

Person or Persons Responsible

Students Services

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

SCM and Student Services Credit Analysis History

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

The administration will follow the Florida Continuous Improvement Model (FCIM) to ensure the success of students. In addition, Student Service Department will review students grades each nine weeks to determine if the students are in danger of failing.

Person or Persons Responsible

Administration

Target Dates or Schedule

Per Semester

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G10.B2.S1

The MTSS/ RtI will follow the Florida Continuous Improvement Model (FCIM) to increase student achievement. The students credit history will be review per semester and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Per Semester

Evidence of Completion

VACS Screen with completed courses. Credit history reports

G10.B3 58% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 57%.

G10.B3.S1 Engage in the use of alternatives to suspension to limit the amount of instructional time that is lost.

Action Step 1

Teachers will be trained on the new Code of Student Conduct at the Opening of School and during monthly discipline meeting. Administration will distribute and review with the students the new Code of Student Conduct required by the District at the start of school and throughout the year. Parents will given a copy of the Code of Student Conduct during Open House, and during the Intake Process; as well as throughout the school.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

First two weeks of school and ongoing(registrations throughout the school year)

Evidence of Completion

Signatures of parents and students

Facilitator:

In-House Facilitator

Participants:

Faculty

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

The administration will Florida Continuous Improvement Model to increase student achievement. Data will be reviewed quarterly and instruction/intervention will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G10.B3.S1

The MTSS/ RtI team will follow the Florida Continuous Improvement Model (FCIM) to increase student achievement. Data will be review quarterly and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G10.B4 82% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 81%.

G10.B4.S1 Teachers will determine minor behavior issues per the school's progressive discipline through the use of Positive Behavior Support and Classroom Management strategies.

Action Step 1

Teachers will give student an initial verbal warning when the student is mildly disruptive.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Walkthroughs, Grade-book, and Positive Behavior Support/ Response to Intervention(RtIB) reports.

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

Teachers will assign students with mild behavior issues to a counselor in lieu of an indoor or out door suspension. Positive Behavior Support points are deducted.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Counselors

Plan to Monitor Effectiveness of G10.B4.S1

The MTSS/RtI, Discipline Committee and the Administration will follow the Florida Continuous Improvement Model (FCIM) to increase student achievement. Discipline Committee will review the students data adjustment the Progressive discipline plan as needed.

Person or Persons Responsible

MTSS/RtI, Discipline Committee and Administration

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

SCM Histories

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

Services at Miami MacArthur South are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children 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. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services; and special support services to migrant students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 10% of students achieved Level 3 or above proficiency. Our goal for the 2013-2014 school year is to increase students achieving Level 3 or above proficiency by 9 percentage point to 19%

G1.B1 1.The area of deficiency noted on the 2013 administration of the FCAT 2.0 Reading Test Reporting Level 3 students show limited evidence of rigorous training on district approved reading interventions. Proper implementation of professional development and utilization of reading intervention programs with fidelity.

G1.B1.S1 Provide multiple Professional Development opportunities during common planning and in the first nine weeks of school.

PD Opportunity 1

The District will provide training for the teachers on how to implement the reading intervention programs with fidelity.

Facilitator

District support staff

Participants

Teachers

Target Dates or Schedule

8/2013-6/2014

Evidence of Completion

6/2014 Professional development certificates

G2. The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points

G2.B1 1.The Students demonstrate limited knowledge on how to write a persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.

G2.B1.S1 Students will be instructed on how to modify word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece

PD Opportunity 1

The Language Arts teachers will be trained on how to teach students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader

Facilitator

In-House Facilitator

Participants

Faculty

Target Dates or Schedule

Ongoing 2013-2014

Evidence of Completion

Mock Writing Assessment Students' Writing Portfolios

G3. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment 8% of our students scored at achievement level 3. The area of deficiency for level 3 students was Ratios/Proportional Relationships. Level 3 students demonstrate a weakness in understanding using ratios, rates, and proportional and non-proportional relationships to solve real-word application based problems.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of ratios, rates, and proportional and non-proportional relationships.

PD Opportunity 1

Mathematic teachers will be trained on how to Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Facilitator

District Mathematics Department

Participants

Middle Grades Mathematics Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Learning Journal Activities using the Step-It-Up problem solving protocol.

G3.B2 According to the results of the 2013 FCAT 2.0 Mathematics assessment, the area of deficiency for level 4 and above students was Ratios/Proportional Relationships. Level 4 and above students demonstrate a weakness with constructing viable arguments to defend their reasoning in the areas of ratios, rates, and proportional and non-proportional relationships.

G3.B2.S1 Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of ratios, rates, and proportional relationships.

PD Opportunity 1

Math teachers will be trained on how to present lesson that deal with the exploration and the development of student understanding in the areas of ratios, rates, and proportional and non-proportional relationships through the use of scale drawings, graphs, and online virtual manipulatives for engaging opportunities for practice.

Facilitator

District Gizmos Training and Discovery Learning

Participants

Mathematics/ Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Project based learning completion reports from Gizmos and Discovery Learning.

G4. Our goal for 2013-2014 school year is to increase the percentage of Algebra 1 students achieving proficiency, level 3 and above by 8 percentage points to 26%.

G4.B1 According to the results of the 2013 Algebra 1 EOC Assessment indicates that 18% of our students scored at achievement level 3. The area of deficiency for students scoring level 3 on the Algebra 1 EOC was Rationals, Radicals, Quadratics, & Discrete Mathematics. Students demonstrate weakness in utilizing multiple representations to draw conclusions.

G4.B1.S1 Encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. Build capacity in the Algebra 1 classrooms for students to utilize graphic organizers and to explore and make arguments about relationships among sets. Solve algebraic proportions in real-world and mathematical contexts.

PD Opportunity 1

The teachers will Implement the use of graphic organizers and student learning logs to develop organizational skills in solving algebraic equations and real-world problem solving strategies. Infuse literacy instruction to increase student mathematical vocabulary and allow student to learn in cooperative groups and engage in problem/solution discussions.

Facilitator

Reading in the Content Areas

Participants

All Subject Area Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student Learning Logs Data Portfolios

G5. The results of the 2013 Geometry EOC Assessment indicate that 8 % of our students scored at achievement level 3 or above. Our goal for 2013-2014 school year is to increase proficiency by 8 percentage points to 16%.

G5.B2 The results of the 2013 Geometry EOC Assessment indicated that 8% of our students scored at Level 4 or above. The area of deficiency was Trigonometry & Discrete Mathematics.

G5.B2.S1 Provide opportunities for the Level 4 or above students to apply geometric concepts in modeling real-world situations. Students need to be able to determine whether two propositions are logically equivalent in mathematical or real-world contexts.

PD Opportunity 1

Geometry teachers will implement an enrichment intervention plan to address the areas of deficiency for level 4 or above Geometry by utilizing the "INTERWRITE MOBI" a device to project technology base learning.

Facilitator

"INTERWRITE MOBI"

Participants

Algebra 1 and Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Progress is monitored during the completion of the labs.

G6. Our goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency in science, level 3 or above by 6 percentage points to 15%.

G6.B1 The results of the 2012-2013 FCAT 2.0 Science Test indicate that 9% of our students achieved Level 3 proficiency. The greatest area of deficiency for achievement level 3 students is Earth and Space Science. Students demonstrate weakness with the ability to identify how Earth changes due to weathering, erosion, and plate tectonics.

G6.B1.S1 Teachers will incorporate computer-based virtual simulations of science concepts that are not easily replicable in the classroom. In addition, teachers will incorporate inquiry-based virtual science experiments and implement technology enhanced instruction that uses online-virtual manipulatives.

PD Opportunity 1

The Science teachers will provide students opportunities to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space Science by incorporating virtual lab investigations and researched field studies.

Facilitator

In-House Facilitator

Participants

Science, Mathematics Teacher

Target Dates or Schedule

September 2013- June 2013

Evidence of Completion

Students Lab Reports Student Portfolios Authentic Assessments

G9. Our goal for the 2014 school year, CTE instructors will integrate the Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE content area curriculum.

G9.B1 CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12

G9.B1.S1 Allow release time for CTE teachers to attend district CTE CCSS training (to be scheduled for August & Sept 2013.)

PD Opportunity 1

The CTE teachers will attend PD on how to read and use data for differentiated instruction for industry certification preparation. (FCAT FAIR or student LEXILE reading levels.) Also, the CTE teachers will attend professional development activities to promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content/Common Core State Standards and facilitate an in-house professional development for the science and math teachers.

Facilitator

CTE Teachers

Participants

Math and Science Teachers

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Reading data of CTE students measuring CCSS

G10. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.

G10.B1 61% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 60%.

G10.B1.S1 Counselors and administration will review expectations of attendance requirements at grade level orientations within the first week of school.

PD Opportunity 1

The Literacy Leadership Team will review the school's expectations and the eligibility requirements for the students to return to their home school during the first week of school. In addition, the LLT team will ensure students success by reviewing the attendance policy and the requirements for participating in Positive Behavior Support Program.

Facilitator

In-House Facilitator

Participants

Faculty

Target Dates or Schedule

First week of school

Evidence of Completion

Power point and Memo

G10.B3 58% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 57%.

G10.B3.S1 Engage in the use of alternatives to suspension to limit the amount of instructional time that is lost.

PD Opportunity 1

Teachers will be trained on the new Code of Student Conduct at the Opening of School and during monthly discipline meeting. Administration will distribute and review with the students the new Code of Student Conduct required by the District at the start of school and throughout the year. Parents will given a copy of the Code of Student Conduct during Open House, and during the Intake Process; as well as throughout the school.

Facilitator

In-House Facilitator

Participants

Faculty

Target Dates or Schedule

First two weeks of school and ongoing(registrations throughout the school year)

Evidence of Completion

Signatures of parents and students

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points	$50
G3.	Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.	$50
G8.	Our goal for 2014 is to increase student participation in the STEM related activities.	$50
G10.	Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.	$350
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
EESAC	$50	$450	$500
Total	$50	$450	$500

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

G2. The results of the 2012-2013 FCAT 2.0 Writing test indicate that 8% of our students achieved Level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase level 3.5-6 student persuasive essay writing proficiency by 9 percentage points

G2.B1 1.The Students demonstrate limited knowledge on how to write a persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.

G2.B1.S1 Students will be instructed on how to modify word choices for ideas and content, logical organization, voice, and point of view for clarity and fluency in the writing piece

Action Step 1

The Language Arts teachers will be trained on how to teach students to write a persuasive text such as an advertisement, paragraph, speech, wanted poster, commercial, or persuasive letter that attempts to influence the reader

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

$50

G3. Our goal for 2013-2014 school year is to increase the percentage of students achieving proficiency in math, Level 3 and above by 9 percentage points to 17%.

G3.B1 According to the results of the 2013 FCAT 2.0 Mathematics assessment 8% of our students scored at achievement level 3. The area of deficiency for level 3 students was Ratios/Proportional Relationships. Level 3 students demonstrate a weakness in understanding using ratios, rates, and proportional and non-proportional relationships to solve real-word application based problems.

G3.B1.S1 Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of ratios, rates, and proportional and non-proportional relationships.

Action Step 1

Mathematic teachers will be trained on how to Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.

Resource Type

Evidence-Based Program

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

$50

G8. Our goal for 2014 is to increase student participation in the STEM related activities.

G8.B1 Students do not have STEM-related clubs to choose from.

G8.B1.S1 Increase the number of STEM-related extra-curricular activities.

Action Step 1

Discovery Education and the Navy present a series of interactive lesson plans specifically designed for 9-12 graders to explore new ideas and new worlds related to science, technology, engineering and math (STEM).

Resource Type

Evidence-Based Program

Resource

Student Incentives Program

Funding Source

EESAC

Amount Needed

$50

G10. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 82% to 81% as well as the suspension rate from 95% to 94%.

G10.B1 61% of our students miss 10% or more of available instructional time. Our goal is to reduce this by 1 percentage point to 60%.

G10.B1.S1 Counselors and administration will review expectations of attendance requirements at grade level orientations within the first week of school.

Action Step 1

The Literacy Leadership Team will review the school's expectations and the eligibility requirements for the students to return to their home school during the first week of school. In addition, the LLT team will ensure students success by reviewing the attendance policy and the requirements for participating in Positive Behavior Support Program.

Resource Type

Evidence-Based Program

Resource

Student Uniforms

Funding Source

EESAC

Amount Needed

$250

G10.B3 58% of our school has a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 57%.

G10.B3.S1 Engage in the use of alternatives to suspension to limit the amount of instructional time that is lost.

Action Step 1

Teachers will be trained on the new Code of Student Conduct at the Opening of School and during monthly discipline meeting. Administration will distribute and review with the students the new Code of Student Conduct required by the District at the start of school and throughout the year. Parents will given a copy of the Code of Student Conduct during Open House, and during the Intake Process; as well as throughout the school.

Resource Type

Evidence-Based Program

Resource

Student Incentive Participation Program

Funding Source

EESAC

Amount Needed

$100