

2013-2014 SCHOOL IMPROVEMENT PLAN

Charter High School Of The Americas
970-984 W FLAGLER ST
Miami, FL 33130
305-325-1001

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School Yes	Minority Rate 100%

School Grades History

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

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

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

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

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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

Charter High School Of The Americas

Principal

Martin Añorga/ Nataly Parra

School Advisory Council chair

Sofia Solis

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

Name	Title
Nataly Parra	Principal
Mabel Chipi	Assistant Principal
Ana Mercado	Counselor
Sofia Solis	Reading Coach
Licity Forjans	ESOL Coordinator
Jessica Sulbaran	Science Teacher
Ana Alfonso	Language Arts Teacher
Maria Teresa Alejo	Mathematics Teacher
Estrella Morffi	Science Teacher
Danielle Arce	Social Studies Teacher
Ileana Kattengell	ESE Coordinator

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, Alternate Teacher/Paraprofessional – 1, Teachers –4, Parents – 3, Alternate Parent-1, Student-3, Alternate Student-1, Educational Support-1, Alternate Educational Support-1, Business Community Representative-1

Involvement of the SAC in the development of the SIP

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The School Improvement Plan must address issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and the ongoing monitoring of the EESAC. The EESAC must give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments. Some EESACs form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees can include members of the EESAC as well as other non-members who are familiar with the various aspects of the school's programs.

Activities of the SAC for the upcoming school year

In order to accomplish its charge, the EESAC should:
 Schedule and conduct meetings on a regular basis;
 Review all applicable student performance data;
 Determine the students' needs and prioritize them;
 Recommend strategies to improve areas of need;
 Decide how to measure results;
 Assist in the preparation and evaluation of the School Improvement Plan;
 Meet all District and State timelines; and
 Document data analysis and SIP reviews in the EESAC minutes.

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

A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to the EESAC. This money may not be used on capital improvements, nor may they be used for any project or program that has a duration of more than one (1) year. Neither District staff nor the principal may override the decision of the EESAC with regard to these funds. (F.S. 24.121). The school will receive EESAC funds, approximately a total of \$430.00 (\$5 per student) will be solely used for students' incentives.

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:

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sofia Solis

Full-time / School-based

Years as Coach: 2

Years at Current School: 4

Areas

Reading/Literacy

Credentials

K-6 Elementary Education, K-12 Special Education, Reading Endorsed, Gifted Endorsed, ESOL Endorsed

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 57%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 88 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 100 points
 Math Imp. of Lowest 25% - 84 points
 Rdg. AMO –YES
 Math AMO –YES

2012 – School Grade A
 Rdg. Proficiency, 43%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 83 points
 Math Lrg. Gains, 87 points
 Rdg. Imp. of Lowest 25% - 83 points
 Math Imp. of Lowest 25% - 95 points
 Rdg. AMO –YES
 Math AMO –YES

2011 – School Grade B
 Rdg. Proficiency, 43%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% - 83 points
 Math Imp. of Lowest 25% - 87 points
 Rdg. AMO –NO
 Math AMO –NO

2010-School Grade B
 Rdg. Proficiency, 74%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 53 points
 Rdg. Imp. of Lowest 25% - 62 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –NO
 Math AMO –NO

2009-School Grade A
 Rdg. Proficiency, 75%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 72 points
 Math Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 68 points

Rdg. AMO –NO
Math AMO –NO

Classroom Teachers

of classroom teachers

11

receiving effective rating or higher

0%

Highly Qualified Teachers

91%

certified in-field

11, 100%

ESOL endorsed

9, 82%

reading endorsed

1, 9%

with advanced degrees

1, 9%

National Board Certified

0, 0%

first-year teachers

2, 18%

with 1-5 years of experience

5, 45%

with 6-14 years of experience

2, 18%

with 15 or more years of experience

3, 27%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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 institution provides current openings information on the school's website as well as on different newspapers and online sources. The new personnel go through an interview process to ensure that they meet the necessary requirements to attain the new position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process.

To retain Highly Qualified Teachers, Certified-in-field, we provide annual incentives based on their achievements. Teachers are also recognized and receive annual incentives for having perfect attendance throughout the school year.

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

Experienced teachers in same grade level will mentor new teachers. Teachers with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction will support non-experience teachers. Different mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies.

New Teachers/Mentors

Alejandra Jidy/Karla Lopez

Lucy Caballero/Ana Alfonso

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

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

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and to monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific support and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

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

Nataly Parra, Principal will schedule and facilitate regular Rtl meetings, ensure follow up of action steps, allocate resources; Mabel Chipi , Assistant Principal will ensure attendance of all members; Ana Mercado, Counselor will periodically monitor students' progress; Sofia Solis, Reading Coach will disaggregate and analyze students' data; Licety Forjans, ESOL Coordinator will ensure that students are provided with ongoing ESOL interventions; Jessica Sulbaran, Science Teacher will analyze students' data and provide the team with ongoing teaching strategies; Ana Alfonso, Language Arts Teacher will monitor students' Writing data reports to develop action plans based on students' needs; Maria Teresa Alejo, Mathematics Teacher will analyze students' data and monitor their progress; Estrella Morffi, Science Teacher will provide the team with different strategies based on students' current proficiency levels; Danielle Arce, Social Studies Teacher will monitor students current levels and provide ongoing support to achieve proficiency levels, Ileana Kattengel, ESE Teacher will monitor and analyze students' current levels.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2 and Tier 3 SST

Nataly Parra, Principal; Mabel Chipi, Assistant Principal; Ana Mercado, Counselor; Sofia Solis, Reading Coach; Licety Forjans, ESOL Coordinator; Jessica Sulbaran, Science Teacher; Ana Alfonso, Language Arts Teacher; Maria Teresa Alejo, Mathematics Teacher; Estrella Morffi, Science Teacher; Danielle Arce, Social Studies Teacher, Ileana Kattengel, ESE Teacher, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

The MTSS/Rtl team will meet on a bi-weekly basis to review consensus, infrastructure and implementation of building level MTSS. School administrators, School Counselor, Reading Coach and selected teachers will conduct bi-weekly meetings to evaluate Tier 2 intervention efforts for students by subject and grade level, any revision efforts will take place during these meetings. Tier 3 SST team members include: School administrator, School Counselor, Reading Coach, School Psychologist, School Counselor, Special Education Teacher, General Ed Teacher and parent/guardian. The Leadership Team and the EESAC Committee will also meet on a biweekly basis to analyze data, monitor students' progress and analyze effective use of teaching strategies.

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

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

Following the Florida Continuous Improvement Model the Leadership Team will analyze data, develop action plans based on current levels and needs, implement strategies to target individual needs of learners and monitor effective use of implemented strategies and resources. The data sources and management system that Lincoln Marti Charter Schools, Little Havana will use to analyze data and monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement include:

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- EasyCBM
- Oral Reading Fluency Measures
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Functional Assessment
- Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.

The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at <http://rti.dadeschools>).

A description of MTSS and MTSS parent resources will be available on the school's web site.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 12,000

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different test taking strategies such as: process of elimination, search and destroy, and 4 squares writing process.

Supplemental Materials:

Florida Coach for Biology and Algebra I

Common Core Coach for Algebra I

Buckle Down for Algebra I

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data will be collected periodically at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Who is responsible for monitoring implementation of this strategy?

The Leadership Team and Administration will frequently monitor implementation and effectiveness of the strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Nataly Parra	Principal
Mabel Chipi	Assistant Principal
Ana Mercado	Counselor
Sofia Solis	Reading Coach
Licety Forjans	ESOL Coordinator
Jessica Sulbaran	Science Teacher
Ana Alfonso	Language Arts Teacher
Maria Teresa Alejo	Mathematics Teacher
Estrella Morffi	Science Teacher
Danielle Arce	Social Studies Teacher
Ileana Kattengell	ESE Coordinator

How the school-based LLT functions

- A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through her support to all teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

- The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
- The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
- Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The major initiatives will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses.

Every Teacher Contributes to Reading Instruction

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

Teachers will incorporate the interdisciplinary approach in all subjects to support the Reading curriculum and strategies. All teachers have a classroom library aligned with the students' reading levels. Reading groups are posted with students' current Reading levels next to the library. We also have DEAR (Drop Everything And Read) time in the morning from 8:00am to 8:30am to allow students and staff to read different books and instructional materials. Reading task cards are also incorporated in all subjects to ask reading questions when targeting different skills in Math, Science and Social Studies. As bell ringers teachers read different books with the students related to the topic(s) that will be introduced to them to activate prior knowledge while targeting the planned objectives and standards. Teachers also have a Library Center to allow students to rotate on a daily basis to read books and complete Reading Logs summarizing the books that they have read. Social Studies, Spanish, Music, Art, Physical Education, Mathematics and Science teachers will involve students in different Research activities where they will be investigating and reading about different topics to increase their knowledge and understanding of a variety of standards and objectives.

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

On an annual basis the school surveys the students to see what their career future expectations are. This allows the school to develop a curriculum plan based on the relevance to the students' future. These courses allow the students to experience the different responsibilities of each field.

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

The Leadership Team and the counselor analyze the survey's results and based on students' interest the courses are offered. The counselor also meets with the students to talk about their future goals.

Strategies for improving student readiness for the public postsecondary level

Counselor will help students register to take the SAT and ACT. Teachers will also provide students with daily tutoring to help students pass the different exams. Colleges and Universities will also be invited to visit the school to provide parents and students with information on how to apply for different academic programs and/or scholarships. Counselor will monitor students attendance to avoid withdraws. Parents and students will receive a copy of the New Student Code of Conduct manual. A truancy prevention program will also be implemented in the school. Students with perfect attendance will be recognized on quarterly award ceremonies.

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		64%		
American Indian				
Asian				
Black/African American				
Hispanic		63%		
White				
English language learners		48%		
Students with disabilities				
Economically disadvantaged		65%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	26%
Students scoring at or above Achievement Level 4	13	37%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		98%	98%
Students in lowest 25% making learning gains (FCAT 2.0)		98%	98%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	62%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		77%		
American Indian				
Asian				
Black/African American				
Hispanic		76%		
White				
English language learners		67%		
Students with disabilities				
Economically disadvantaged		86%		

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		95%	95%
Students in lowest 25% making learning gains (EOC)		95%	95%

Postsecondary Readiness

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	19%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	37%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4	11	79%	79%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	21%
Students scoring at or above Achievement Level 4	11	79%	79%

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)	4		8
Participation in STEM-related experiences provided for students	4	50%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	32%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	32%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	40%
CTE-STEM program concentrators	0		6
Students taking CTE-STEM industry certification exams	0	0%	32%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	42%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	32%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	32%
Students taking CTE industry certification exams	0	0%	32%
Passing rate (%) for students who take CTE industry certification exams		0%	32%
CTE program concentrators	0	0%	30%
CTE teachers holding appropriate industry certifications	0	0%	40%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	18%	17%
Students in ninth grade with one or more absences within the first 20 days	7	18%	17%
Students in ninth grade who fail two or more courses in any subject	2	6%	5%
Students with grade point average less than 2.0	2	6%	5%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	6	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	11%	10%

Goals Summary

- G1.** Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.
- G2.** Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.
- G3.** Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.
- G4.** Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.
- G5.** Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.
- G6.** Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.
- G7.** Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentage of students with attendance, discipline and behavior problem by 3 percentage points.
- G8.** Our Algebra EOC goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Algebra I EOC by 3 percentage points from 52% to 55%.
- G9.** Our Geometry goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Geometry EOC by 2 percentage points from 93% to 95%.
- G10.** Our Graduation goal for the 2013-2014 school year is to decrease the percentage of students not meeting graduation requirements by 3 percentage points.

Goals Detail

G1. Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.

Targets Supported

- Reading (FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Florida Coach, Jumpstart, Crosswalk, Buckle Down, Ladder to Success, Florida Achieves, Reading Plus, ESOL Interventions.

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 23% to 26%.
- Our goal for the 2013-2014 school year is to increase the amount of students scoring level 4 and above on the FCAT 2.0 Reading by 1 percentage points form 37% to 38%.
- Our goal for the 2013-2014 school year is to maintain the amount of all students making learning gains on the FCAT 2.0 Reading assessment from 98% to 98%.
- Our goal for the 2013-2014 school year is to maintain the amount of the lowest 25% students making learning gains on the FCAT 2.0 Reading assessment from 98% to 98%.
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA listening and speaking sections by 4 percentage points from 62% to 66%.
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA reading by 7 percentage from 32% to 39%
- Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA writing by 6 percentage from 36% to 42%.

Plan to Monitor Progress Toward the Goal

Following the FCIM Model, the Reading Coach, ESOL Coordinator, Administration, the Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, ESOL Coordinator, Reading Coach, teachers and LLT will review data and strategies to make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting the goal.

Evidence of Completion:

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer and Reading Plus. Summative: 2014 CELLA Test.

G2. Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Source, Skills Couch Write it, Florida Couch Writing, Buckle Down Writing and Daily Journals.

Targeted Barriers to Achieving the Goal

- Our Writing goal for the 2013-2014 school year is to mirror the District's Writing percentage by increasing 4 percentage points from 58% to 62% in the amount of 10th grade students scoring 3.5 and above on the FCAT Writing Assessment.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: Weekly teacher generated prompts and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Writing Test.

G3. Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.

Targets Supported

Resources Available to Support the Goal

- Ladders to Success, Crosswalk, Buckle Down, Jumpstart, Florida Coach, Everglades K-12

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of all the students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of the lowest 25% students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 EOC Algebra I

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gyzmos, Jumpstart, E20, Florida Couch, Ladders to Success, Florida Achieves.

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Biology I EOC by 2 percentage points from 21% to 23%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the Biology I EOC by 1 percentage point from 79% to 80%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: Weekly teacher generated assessments, District Interim reports and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 Biology EOC Assessment.

G5. Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Professional Developments, Science Fair Projects, Technology, Hands-on Activities.

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in different STEM activities by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled that complete accelerated STEM courses by 5 percentage points from 0% to 5%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students taking one or more STEM AP exams by 5 percentage points from 0% to 5%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students taking and passing CTE-STEM industry exams by 15 percentage points from 0% to 15%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE-STEM Program concentrators by 15 percentage points from 0% to 15%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, the Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

STEM assessments' results.

G6. Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.

Targets Supported

- CTE

Resources Available to Support the Goal

- Technology Programs, Career based events and activities, Professional Developments.

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2015 school year is to increase the percentage rate of CTE students enrolled in accelerated courses by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students taking CTE exams by 10 percentage points from 0% to 10%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE program concentrators by 15 percentage points from 0% to 15%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of teachers holding industry certifications by 15 percentage points from 0% to 15%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Counselor, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, the Counselor, teachers and LLT will review data and strategies and make recommendations .based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Self-assessment results and enrollment of students in accelerated CTE courses.

G7. Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentage of students with attendance, discipline and behavior problem by 3 percentage points.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- District Code of Conduct, Ongoing-Professional Developments, Blackboard Connect Messages

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to decrease the percentage rate of High School students who miss 10% or more of available Instructional Time by 1 percentage point from 18% to 17%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of 9th grade students with absence in the first 20 days of schools by 2 percentage point from 12% to 10%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of students with GPA less than 2.0 by 1 percentage point from 6% to 5%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of students in grade 9 who fail two or more courses or do not move to grade 10 on time by 1 percentage point from 6% to 5%.
- Our goal for the 2013-2014 school year is to decrease the percentage rate of students with behavior referrals by 1 percentage point from 16% to 15%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, the Reading Coach, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading and EOC Assessments

G8. Our Algebra EOC goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Algebra I EOC by 3 percentage points from 52% to 55%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Ladders to Success, Crosswalk, Buckle Down, Jumpstart, Florida Coach, Everglades K-12

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 3 on the Algebra EOC by 3 percentage points from 16% to 19%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 4 and above on the Algebra EOC by 1 percentage point from 36% to 37%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 EOC Algebra I

G9. Our Geometry goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Geometry EOC by 2 percentage points from 93% to 95%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Ladders to Success, Crosswalk, Buckle Down, Jumpstart, Florida Coach, Everglades K-12

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 3 on the Geometry EOC by 1 percentage point from 14% to 15%.
- Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 4 and above on the Geometry EOC by 1 percentage point from 79% to 80%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Administration, The Leadership Team and teachers will review assessment data and adjust instruction as needed to monitor for progress toward meeting the goal.

Person or Persons Responsible

Administrators, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule:

Data and strategies will be reviewed during biweekly Leadership Team meetings to monitor for progress toward meeting goal.

Evidence of Completion:

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 EOC Geometry

G10. Our Graduation goal for the 2013-2014 school year is to decrease the percentage of students not meeting graduation requirements by 3 percentage points.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- District Code of Conduct, Ongoing-Professional Developments, Blackboard Connect Messages

Targeted Barriers to Achieving the Goal

- Our goal for the 2013-2014 school year is to maintain the percentage of students dropping out by 0%.

Plan to Monitor Progress Toward the Goal

Following the FCIM Administration and the Leadership Team will review attendance data to monitor for Progress toward meeting the goal.

Person or Persons Responsible

Administration and the Leadership Team

Target Dates or Schedule:

On a Monthly Basis

Evidence of Completion:

Attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.

G1.B1 Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 23% to 26%.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

Action Step 1

Teachers will attend a Professional Development titled "Developing Exemplary Lessons".

Person or Persons Responsible

All Reading and Language Arts teachers.

Target Dates or Schedule

October 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

All High School Teachers

Action Step 2

The following instructional strategies will be utilized to support Reporting Category 1 Vocabulary: The use of context clues, KWL chart, word walls, thesaurus, task cards and bilingual dictionaries. Teachers will also emphasize reading strategies such as Think-Pair-Share which helps students to become a discussion participant while engaged and exposed in vocabulary concepts. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use the four square writing process to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G1.B1.S1

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G1.B2 Our goal for the 2013-2014 school year is to increase the amount of students scoring level 4 and above on the FCAT 2.0 Reading by 1 percentage points from 37% to 38%.

G1.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text and Research Process.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category 4 Informational Text and Research Process: Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendation based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus.

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs. Administration will monitor weekly lesson plan to ensure that teachers are exposing students to real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations and lesson plans.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports, Lesson Plans and Formal Observations.

Plan to Monitor Effectiveness of G1.B2.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G1.B3 Our goal for the 2013-2014 school year is to maintain the amount of all students making learning gains on the FCAT 2.0 Reading assessment from 98% to 98%.

G1.B3.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 4: Informational Text and Research Process.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category 4 Informational Text and Research Process: Students will be exposed to articles where they will have to identify validity and reliability of different informational text. Teachers will also develop evidence based questions for the piece of texts and will have students locate answers in passages by either highlighting words or putting a post it note to the answers. Students will use real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G1.B3.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G1.B4 Our goal for the 2013-2014 school year is to maintain the amount of the lowest 25% students making learning gains on the FCAT 2.0 Reading assessment from 98% to 98%.

G1.B4.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 2: Reading Application.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category 2 Reading Application: Students will be engaged in activities that activate prior knowledge based on texts previously read, develop awareness of the purpose for reading by using story maps, summarizing and think-alouds. Students will use KWL charts to tie together their prior knowledge, their desire to learn more, and the conclusions of their learning. The students will ingrain the practice of justifying answers by going back to the text for support. Students will also practice analyzing the author's perspectives, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading Test

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G1.B4.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G1.B5 Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA listening and speaking sections by 4 percentage points from 62% to 66%.

G1.B5.S1 Teachers will provide English Language Learners with additional resources and strategies to improve their vocabulary skills.

Action Step 1

The following instructional strategies will be utilized to help students improve their vocabulary skills: vocabulary word maps; word walls and personal dictionaries. Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening. Role-play, Teacher/Student/Modeling, Think Alouds and Cooperative Learning in the form of group projects will be implemented to provide support during speaking activities.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

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

Administration, ESOL Coordinator and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, ESOL Coordinator, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations

Target Dates or Schedule

Following the FCIM model, quarterly assessment data reports will be reviewed and instruction will be adjusted as needed.

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

Plan to Monitor Effectiveness of G1.B5.S1

Administration, Reading Coach, ESOL Coordinator and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, ESOL Coordinator Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative Assessment – Results of the 2014 CELLA

G1.B6 Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA reading by 7 percentage from 32% to 39%

G1.B6.S1 Teachers will provide English Language Learners with additional resources and strategies to improve their reading skills.

Action Step 1

The following instructional strategies will be utilized to support students skills. Teachers will activate prior knowledge and differentiated instruction when presenting new materials. Prediction, Read Allow , Readers' Theater, Chunking and Cooperative Learning are some of the strategies that will be used to present Reading material. Teachers will also focus on key vocabulary, present vocabulary with context clues and utilize vocabulary improvement strategies as a mean to increase vocabulary development. Word walls, graphic organizers and word banks will be used in all the classrooms.

Person or Persons Responsible

Classrooms teachers, Administrators, ESOL Coordinator, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly leadership meetings.

Evidence of Completion

Formative: Mini assessments, Tutorial assessments, Interim Assessments, Fair assessments, projects and reports from reading plus. Summative: results of the 2014 CELLA.

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

Administration, ESOL Coordinator and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, ESOL Coordinator, Reading Coach and LLT will review walkthrough reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walkthroughs and formal observations.

Plan to Monitor Effectiveness of G1.B6.S1

Administration, ESOL Coordinator, Reading Coach and the Leadership Team will analyze students' work progress and biweekly assessment to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, ESOL Coordinator, Reading Coach and LLT will review data and make recommendations based on the students' assessment data.

Target Dates or Schedule

Data strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agenda and sign-in sheets of biweekly Leadership Team meetings.

G1.B7 Our goal for the 2013-2014 school year is to increase the percentage of students scoring proficiency levels on the CELLA writing by 6 percentage from 36% to 42%.

G1.B7.S1 Teachers will provide English Language Learners with additional resources and strategies to improve their writing skills.

Action Step 1

The following instructional strategies will be utilized to support students to improve their Writing skills: Reading Response Journal will be kept by every Reading Language Arts teacher.

Person or Persons Responsible

Classroom Teachers, the LLT along with the ESOL Coordinator will be monitored the implementation of identified strategies.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative Mini Assessments tutorial assessments, interim assessments, FAIR assessment, Projects and reports from Reading Plus.

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G1.B7.S1

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G2. Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.

G2.B1 Our Writing goal for the 2013-2014 school year is to mirror the District's Writing percentage by increasing 4 percentage points from 58% to 62% in the amount of 10th grade students scoring 3.5 and above on the FCAT Writing Assessment.

G2.B1.S1 Teacher will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.O.

Action Step 1

A Professional Development titled "Writing Across the Curriculum" will be provided to teachers.

Person or Persons Responsible

All High School teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

All High School Teachers

Action Step 2

The following instructional strategies will be utilized to support effective arguments: -Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences. -Introduce claim (s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims , and organize the reasons and evidence logically. - Support claim (s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or task using credible sources.

Person or Persons Responsible

Classroom teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative Biweekly Assessments and District Interim Data Reports Summative Assessment - Results of the 2014 FCAT Writing 2.0

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

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G2.B1.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' Data and strategies will be reviewed during biweekly Leadership Team meetings.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G3. Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.

G3.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of all the students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

Action Step 1

Teachers will be attending a Professional Development titled "New Common Core Standards".

Person or Persons Responsible

All High School Mathematics Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

High School Mathematics Teachers

Action Step 2

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. -Teachers will provide opportunities for the students to model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections. - Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. - Teachers will provide opportunities for the students to construct arguments and critique arguments of peers. They will also encourage and facilitate students justifying the conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G3.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G3.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of the lowest 25% students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

G3.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. - The teacher will provide opportunities for students to model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections. -Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. - Teachers will provide opportunities for students to construct arguments and critique arguments of peers. The teacher will also encourage and facilitate students justifying their conclusions, communicating, and responding to arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

Facilitator:

Nataly Parra, Principal

Participants:

High School Mathematics Teachers

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G3.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.

G4.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Biology I EOC by 2 percentage points from 21% to 23%.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards for all reporting categories.

Action Step 1

Teachers will be attending a Professional Development titled "Hands-on Activities".

Person or Persons Responsible

High School Science Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

High School Science Teachers

Action Step 2

The following instructional strategies will be utilized to support students: -Teachers will provide opportunities for all students to participate in scientific enrichment activities, after school tutorials, and Saturday Academy. - Teachers will provide all students the opportunity to design experiments using the process of science and present their work through lab reports and/or classroom discussions. - Teachers will monitor and support the implementation of rigorous activities, higher order questioning strategies to increase students conceptual understanding. -Teachers will provide inquiry based, hands-on, laboratory activities incorporating the science process for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. - Teachers will provide active modeling and coaching in the use of higher order questioning in response techniques throughout the curriculum. -Teachers will promote the use of instructional technology such as Gizmos, Discovery, FCAT Explorer, and Florida Achieve to enhance and remediate student conceptual understanding of Biology.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, District Interim reports and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 Biology I EOC

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

Administration will monitor fidelity of implementation through daily walkthroughs and review of lab reports..

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G4.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G4.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 4 and above on the Biology I EOC by 1 percentage point from 79% to 80%.

G4.B2.S1 Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them maintain proficiency levels.

Action Step 1

The following instructional strategies will be utilized to support students: -Teachers will ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes. - Teachers will provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion. - Teachers will foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with the acquisition of new information based on experimentation. - Teachers will ensure that all students participate in scientific enrichment activities and science competitions. - Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. - Teachers will promote the use of instructional technology such as Gizmos, Discovery, FCAT Explorer, and Florida Achieve to enhance and remediate student conceptual understanding of Biology.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2014 Biology EOC.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G4.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G5. Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

G5.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

G5.B1.S1 Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

Action Step 1

Teachers will be attending a Professional Development titled "Project Based Learning".

Person or Persons Responsible

All STEM teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

All STEM teachers

Action Step 2

The following instructional strategies will be utilized to expose students in more STEM experiences: - Teachers will establish a plan and timeline for the development of students projects and increase the participation in STEM competitions. -STEM Teachers will look for increased participation in school site STEM competitions that serve as a selection process for the district STEM competitions.

Person or Persons Responsible

STEM teachers, Administrators, and the Leadership Team.

Target Dates or Schedule

On a biweekly basis Administration and the Leadership Team will meet to discuss and monitor STEM activities and students' participation.

Evidence of Completion

Formative District Interim Data will be used to monitor students' progress.

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G5.B1.S1

Administration and the Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during Biweekly Leadership meetings.

Evidence of Completion

Agendas and Sign-In- Sheets of Bi-weekly Leadership Team meetings.

G5.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in different STEM activities by 10 percentage points from 0% to 10%.

G5.B2.S1 Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them be actively involved in STEM activities.

Action Step 1

The following instructional strategies will be utilized to support students: -We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Person or Persons Responsible

STEM teachers, Administrators, and the Leadership Team.

Target Dates or Schedule

On a biweekly basis Administration and the Leadership Team will meet to discuss and monitor STEM activities and students' participation.

Evidence of Completion

Projects and students' generated work from STEM activities.

Facilitator:

Nataly Parra, Principal

Participants:

Science, Mathematics, Career Technical Education and STEM Teachers.

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

The STEM team and/or administrators will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person or Persons Responsible

Classroom teachers, Administrators, and LLT will review data and make recommendations based on students' assessment and participation data.

Target Dates or Schedule

Participation Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative District Interim Assessment data.

Plan to Monitor Effectiveness of G5.B2.S1

Administration and the Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies and participation data.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students assessment and participation data.

Target Dates or Schedule

Data and assessment will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G5.B3 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled that complete accelerated STEM courses by 5 percentage points from 0% to 5%.

G5.B3.S1 Administration and School Counselor will develop strategies to increase the percentage of students enrolled in accelerated STEM courses.

Action Step 1

The following strategies will be utilized to increase the percentage of students enrolled in STEM courses: Counselor will meet with students to discuss STEM courses. Promote STEM awareness through activities such as Science Fairs.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G5.B3.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Results of self-assessments will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G5.B4 Our goal for the 2013-2014 school year is to increase the percentage rate of students taking one or more STEM AP exams by 5 percentage points from 0% to 5%.

G5.B4.S1 Teachers will provide students with strategies to meet the necessary standards to take and pass STEM AP exams..

Action Step 1

The following strategies will be implemented to help students take and pass STEM AP exams: - Students will be exposed to hands on activities. -Students will be exposed to Higher Order Thinking Questions -Students will be provided with Saturday Academy and extended learning day.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and the Leadership Team will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings

Evidence of Completion

Results of the STEM AP exams.

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G5.B4.S1

Administration and the Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Results of the self-assessments will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and sign-in sheets of bi-weekly Leadership Team meetings.

G5.B5 Our goal for the 2013-2014 school year is to increase the percentage rate of students taking and passing CTE-STEM industry exams by 15 percentage points from 0% to 15%.

G5.B5.S1 Teachers will provide students with the strategies to meet the necessary standards to take and pass the CTE-STEM industry exams.

Action Step 1

The following strategies will be implemented to help students take and pass the CTE STEM industry exams: -Students will be exposed to hands on activities. -Students will also be exposed to Higher Order Thinking Questions. -Students will be provided with Saturday Academy and extended learning day.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and the Leadership Team will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Results of the CTE STEM industry exams.

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly walkthroughs reports and formal observations.

Plan to Monitor Effectiveness of G5.B5.S1

Administration and the Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Results of the self-assessments will be reviewed during bi-weekly Leadership Team meetings.

Evidence of Completion

Agendas and sign-in sheets of bi-weekly Leadership Team meetings.

G5.B6 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE-STEM Program concentrators by 15 percentage points from 0% to 15%.

G5.B6.S1 Administration and school counselor will develop strategies to increase the percentage of students enrolled in CTE program concentrators.

Action Step 1

The following strategies will be utilized to increase the percentage of students enrolled in CTE program concentrators: -More CTE program concentrators courses will be available and offered to students. -Counselor will meet with students and parents to explain the different courses that will be offered to students.

Person or Persons Responsible

Counselor.

Target Dates or Schedule

Counselor will meet with parents and students twice a year to provide them with useful information regarding the different CTE program concentrators courses that will be offered.

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G5.B6.S1

Administrators and the Leadership Team will monitor the process of scheduling and preparing the meetings for parents and students. Administration and the Leadership Team will also monitor the data involving the enrollment of students in CTE program concentrators.

Person or Persons Responsible

Administration and the Leadership Team will monitor for fidelity of implementation.

Target Dates or Schedule

Administration and the Leadership Team will monitor the fidelity of the strategies being implemented by the review of enrollment data.

Evidence of Completion

Enrollment data of students in CTE program concentrators.

Plan to Monitor Effectiveness of G5.B6.S1

Administration and the Leadership Team will analyze enrollment data to monitor for effectiveness.

Person or Persons Responsible

Administrations and the Leadership Team.

Target Dates or Schedule

Enrollment data will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and sign-in sheets of bi-weekly Leadership Team meetings.

G6. Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.

G6.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

G6.B1.S1 Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

Action Step 1

Teachers will be attending a Professional Development titled "Incorporating Technology on a daily basis".

Person or Persons Responsible

All High School Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

All High School Teachers

Action Step 2

The following strategies will be utilized to increase the percentage of students enrolled in CTE courses: Counselor will conduct self-assessment of career academies. Encourage articulation of middle and high school feeder pattern programs. Promote CTE awareness through activities such as Career Fairs and CTE Month in February 2014.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review and analyze the results of the self-assessments to provide students with CTE courses based on their interests and expectations.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Self-assessment results and enrollment of students in accelerated CTE courses

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

Administration and Counselor will monitor fidelity of implementation through the review of data involving the enrollment of students in CTE courses.

Person or Persons Responsible

Administration and counselor will monitor fidelity of implementation.

Target Dates or Schedule

Administration and Counselor will monitor the fidelity of the strategies being implemented by the review of enrollment data.

Evidence of Completion

Enrollment data of students in CTE courses.

Plan to Monitor Effectiveness of G6.B1.S1

Administration and The Leadership Team will analyze students' data in self-assessments and enrollment data to monitor for effectiveness

Person or Persons Responsible

Administration and the Leadership Team.

Target Dates or Schedule

Results of self-assessments will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G6.B2 Our goal for the 2013-2015 school year is to increase the percentage rate of CTE students enrolled in accelerated courses by 10 percentage points from 0% to 10%.

G6.B2.S1 Administration and School Counselor will develop strategies to increase the percentage of students enrolled in accelerated courses.

Action Step 1

The following strategies will be utilized to increase the percentage of students enrolled in accelerated courses: -More accelerated courses will be available and offered to students. -Counselor will meet with students and parents to explain the different courses that will be offered to students.

Person or Persons Responsible

Counselor.

Target Dates or Schedule

Counselor will meet with parents and students twice a year to provide them with useful information regarding the different accelerated courses that will be offered.

Evidence of Completion

Sign-in sheets

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

Administration and the Leadership Team will monitor the process of scheduling and preparing the meetings for parents and students. Administration and the Leadership Team will also monitor the data involving the enrollment of students in accelerated courses.

Person or Persons Responsible

Administration and the Leadership Team will monitor for fidelity of implementation.

Target Dates or Schedule

Administration and the Leadership Team will monitor the fidelity of the strategies being implemented by the review of enrollment data.

Evidence of Completion

Enrollment data of students in accelerated courses.

Plan to Monitor Effectiveness of G6.B2.S1

Administration and The Leadership Team will analyze enrollment data to monitor for effectiveness.

Person or Persons Responsible

Administration and the Leadership Team.

Target Dates or Schedule

Administration and the Leadership Team will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G6.B3 Our goal for the 2013-2014 school year is to increase the percentage rate of students taking CTE exams by 10 percentage points from 0% to 10%.

G6.B3.S1 Teachers will provide students with strategies to meet the necessary standards to take and pass CTE exams.

Action Step 1

The following instructional strategies will be utilized to help students take and pass CTE exams: - Students will be exposed to hands on activities. -Students will also be exposed to Higher Order Thinking Questions. -Students will be provided with Saturday Academy and extended learning day.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Results of CTE exams

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G6.B3.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Results of self-assessments will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G6.B4 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE program concentrators by 15 percentage points from 0% to 15%.

G6.B4.S1 Administration and school counselor will develop strategies to increase the percentage of students enrolled in CTE program concentrators.

Action Step 1

The following strategies will be utilized to increase the percentage of students enrolled in CTE program concentrators: -More CTE program concentrators courses will be available and offered to students. -Counselor will meet with students and parents to explain the different courses that will be offered to students.

Person or Persons Responsible

Counselor.

Target Dates or Schedule

Counselor will meet with parents and students twice a year to provide them with useful information regarding the different CTE program concentrators courses that will be offered.

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Administration, the Leadership Team will monitor the process of scheduling and preparing the meetings for parents and students. Administration and the Leadership Team will also monitor the data involving the enrollment of students in CTE program concentrators.

Person or Persons Responsible

Administration, the Leadership Team will monitor the fidelity of implementation.

Target Dates or Schedule

Administration and the Leadership Team will monitor the fidelity of the strategies being implemented by the review of enrollment data.

Evidence of Completion

Enrollment data of students in CTE program concentrators.

Plan to Monitor Effectiveness of G6.B4.S1

Administration and the Leadership Team will analyze enrollment data to monitor effectiveness.

Person or Persons Responsible

Administration and the Leadership Team.

Target Dates or Schedule

Enrollment data will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and sign in sheets of bi-weekly Leadership Team meetings.

G6.B5 Our goal for the 2013-2014 school year is to increase the percentage rate of teachers holding industry certifications by 15 percentage points from 0% to 15%.

G6.B5.S1 Administration will provide teachers with all necessary support to obtain industry certifications.

Action Step 1

The following strategies will be implemented to support the teachers to obtain industry certifications: - We will provide release time for PD opportunities at school site for CTE teachers on CCSS Literacy Standards for Technical Subjects which were limited in previous years. Reading Coach will facilitate lesson study for developing cross-curricular CCSS lessons. -Leadership Team will create expectations and monitoring timeline for integration of CCSS into CTE instruction.

Person or Persons Responsible

Classroom teachers, Administration and the Leadership Team.

Target Dates or Schedule

Strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Teachers' industry certifications.

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Administration, the Leadership Team and the Reading Coach will monitor fidelity of implementation through the review of the Professional Development (s) sign-in sheets.

Person or Persons Responsible

Administration, the Leadership Team and the Reading Coach

Target Dates or Schedule

On a monthly basis the Leadership Team will meet to monitor the progress of teachers in obtaining their industry certifications.

Evidence of Completion

Professional Development (s) sign-in sheets and sign-in sheets of meetings.

Plan to Monitor Effectiveness of G6.B5.S1

Administration will meet with teachers to discuss status of their industry certifications.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Administration will meet periodically with teachers to ensure that they are effectively following all steps in order to obtain their industry certifications.

Evidence of Completion

Sign-in Sheets of meetings.

G7. Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentage of students with attendance, discipline and behavior problem by 3 percentage points.

G7.B1 Our goal for the 2013-2014 school year is to decrease the percentage rate of High School students who miss 10% or more of available Instructional Time by 1 percentage point from 18% to 17%.

G7.B1.S1 School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

Action Step 1

Teachers will be attending a Professional Development titled "Truancy Prevention".

Person or Persons Responsible

All High School Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Facilitator:

Nataly Parra, Principal

Participants:

All High School Teachers

Action Step 2

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency.

Person or Persons Responsible

Counselor, The Leadership Team, EESAC Committee, Assistant Principal, Teachers

Target Dates or Schedule

On a monthly basis the attendance bulletin will be reviewed to analyze the students that are consistently absent.

Evidence of Completion

Monthly Attendance Bulletin

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

Administration and Counselor will monitor fidelity of implementation through daily attendance reports .

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Daily attendance bulletin will be analyzed to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Monthly Attendance Bulletin

Plan to Monitor Effectiveness of G7.B1.S1

Administration, Counselor and The Leadership Team will analyze attendance reports to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Counselor and LLT will review attendance data and make recommendations based on reports.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G7.B2 Our goal for the 2013-2014 school year is to decrease the percentage rate of 9th grade students with absence in the first 20 days of schools by 2 percentage point from 12% to 10%.

G7.B2.S1 School Counselor will provide students and parents with important information and strategies to decrease the percentage rate of 9th grade students with absence in the first 20 days of schools.

Action Step 1

The following strategies will be utilized to support parents and students: School Counselor will train parents on all important sections of the District Code of Student Conduct. Counselor will also provide parents with important information on how to obtain health coverage for students. Counselor will conduct home visits to the parents of the students that are being absent with consistency. Parents of all 9th grade students will receive mail notification of the room number where the students have to report on the first day of school.

Person or Persons Responsible

Administrators, Reading Coach, teachers and LLT will review data and strategies and make recommendations based on students' assessment.

Target Dates or Schedule

On a monthly basis the attendance bulletin will be reviewed to analyze the students that are consistently absent.

Evidence of Completion

Monthly Attendance Bulletin

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

Administration and Counselor will monitor fidelity of implementation through daily attendance reports .

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule

Daily attendance bulletin will be analyzed to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Monthly Attendance Bulletin

Plan to Monitor Effectiveness of G7.B2.S1

Administration, Counselor and The Leadership Team will analyze attendance reports to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Counselor and LLT will review attendance data and make recommendations based on reports.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G7.B3 Our goal for the 2013-2014 school year is to decrease the percentage rate of students with GPA less than 2.0 by 1 percentage point from 6% to 5%.

G7.B3.S1 Teachers will provide students with all necessary strategies and tools to help them become independent learners and be able to maintain a GPA greater than 2.0.

Action Step 1

The following strategies will be provided to students to support them achieve a GPA greater than 2.0:
-Students that are decreasing their academic performance will be meeting with Counselor. -Students will be taught how to study at home to become better learners. -Students performing below grade level will receive interventions and tutoring to help them improve their academic skills.

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT Reading and EOC Assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs. Administration will monitor weekly lesson plan to ensure that teachers are exposing students to real world documents such as, how to articles, brochures, flyers and websites to identify text features to locate, interpret and organize information.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports make recommendations based on instructional observations and lesson plans.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports, Lesson Plans and Formal Observations.

Plan to Monitor Effectiveness of G7.B3.S1

Administration, Reading Coach and The Leadership Team will analyze student's work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G7.B4 Our goal for the 2013-2014 school year is to decrease the percentage rate of students in grade 9 who fail two or more courses or do not move to grade 10 on time by 1 percentage point from 6% to 5%.

G7.B4.S1 Teachers will provide students with strategies to meet the necessary grade level standards to be promoted to the next grade level.

Action Step 1

The following instructional strategies will be utilized to help students achieve grade level standards: - Students will receive daily interventions based on their individual needs. -Differentiated Instruction will be provided to target all students' needs. -Students performing below grade level will be monitored through PMP(s).

Person or Persons Responsible

Classroom Teachers, Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2014 FCAT and EOC Assessments

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Administration and Reading Coach will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G7.B4.S1

Administration, Reading Coach and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G7.B5 Our goal for the 2013-2014 school year is to decrease the percentage rate of students with behavior referrals by 1 percentage point from 16% to 15%.

G7.B5.S1 Teachers and Counselor will provide students with all necessary tools, strategies and resources to decrease the percentages of behavior referrals.

Action Step 1

The following strategies will be utilized to help decrease the percentages of behavior referrals: -The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. -A reward system will be established to recognize students for outstanding citizenship. -Peer meditation teams will be developed as a means of assisting with conflict resolution.

Person or Persons Responsible

Classroom Teachers, Administrators, Counselor and LLT will review data and make recommendations based on students' behavioral situations.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

SCMR(s)

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Administration and Counselor will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators, Counselor and LLT will review walkthroughs reports to make recommendations based on behavioral observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G7.B5.S1

Administration, Counselor and The Leadership Team will analyze students' progress to monitor effective use of strategies.

Person or Persons Responsible

Administrators, Counselor and LLT will review SCMR (s) data and make recommendations based on students' behavioral situations.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G8. Our Algebra EOC goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Algebra I EOC by 3 percentage points from 52% to 55%.

G8.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 3 on the Algebra EOC by 3 percentage points from 16% to 19%.

G8.B1.S1 Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics: -Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. -Use Venn Diagrams in variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems. -Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G8.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G8.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 4 and above on the Algebra EOC by 1 percentage point from 36% to 37%.

G8.B2.S1 Teachers will provide students with all necessary strategies and tools to meet the necessary standards for Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics: -Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. -Use Venn Diagrams in variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems. -Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

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

Administration will monitor fidelity of implementation through daily walkthroughs

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G8.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G9. Our Geometry goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels on the 2014 Geometry EOC by 2 percentage points from 93% to 95%.

G9.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 3 on the Geometry EOC by 1 percentage point from 14% to 15%.

G9.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category- Two-Dimensional Geometry.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category- Two-Dimensional Geometry : - Teachers will provide opportunities for 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. - Teacher will encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and proof properties of triangles and quadrilaterals. -Teachers will provide opportunities for the students to apply geometric concepts in modeling real world situations. - Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Geometry

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G9.B1.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G9.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of students achieving level 4 and above on the Geometry EOC by 1 percentage point from 79% to 80%.

G9.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category- Two-Dimensional Geometry.

Action Step 1

The following instructional strategies will be utilized to support Reporting Category- Two-Dimensional Geometry: - Teachers will provide opportunities for 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. - Teacher will encourage students to reason formally using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals. -Teachers will provide opportunities for the students to apply geometric concepts in modeling real world situations. - Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem.

Person or Persons Responsible

Classroom Teachers, Administrators, and LLT will review data and make recommendations based on students' assessment.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Geometry

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

Administration will monitor fidelity of implementation through daily walkthroughs.

Person or Persons Responsible

Administrators and LLT will review walkthroughs reports to make recommendations based on instructional observations.

Target Dates or Schedule

Daily classroom walkthroughs will be conducted to monitor the fidelity of the strategies being implemented.

Evidence of Completion

Weekly Walkthroughs Reports and Formal Observations.

Plan to Monitor Effectiveness of G9.B2.S1

Administration and The Leadership Team will analyze students' work progress and biweekly assessments to monitor effective use of teaching strategies.

Person or Persons Responsible

Administrators and LLT will review data and make recommendations based on students' assessment data.

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings.

G10. Our Graduation goal for the 2013-2014 school year is to decrease the percentage of students not meeting graduation requirements by 3 percentage points.

G10.B1 Our goal for the 2013-2014 school year is to maintain the percentage of students dropping out by 0%.

G10.B1.S1 Teachers and Counselor will provide students with strategies to meet the necessary requirements for graduation.

Action Step 1

The following strategies will be implemented to help students meet all graduation requirements to avoid dropping out: -Counselor will identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs and enroll students in respective programs. - Counselor and administrator will provide parent meetings to inform them of graduation requirements. -Counselor will monitor enrollment log tracking at-risk students and parent rosters.

Person or Persons Responsible

Counselor will provide students will all necessary tools and strategies to avoid having students dropping out.

Target Dates or Schedule

Monthly Parent Meetings will be provided to all parents

Evidence of Completion

Sign-in sheets of Monthly Parent Meetings

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

Administration and Leadership Team will monitor fidelity of implementation by: -Sending blackboard connect messages to parents regarding monthly meetings. -Flyers will also be sent to parents on a monthly basis to ensure that they are aware of all school monthly activities to prevent the dropping out of students. -Enrollment data will also be analyzed to ensure that students are not being withdrawn.

Person or Persons Responsible

Leadership Team and Administration will monitor for fidelity of Implementation

Target Dates or Schedule

During biweekly Leadership Team Meetings strategies for monitoring the fidelity of implementation towards achieving the goal will be discussed.

Evidence of Completion

Leadership Team meetings sign-in sheets.

Plan to Monitor Effectiveness of G10.B1.S1

Administration will closely monitor effectiveness of the implemented strategies through the review of monthly attendance reports.

Person or Persons Responsible

Administration

Target Dates or Schedule

On a Monthly Basis

Evidence of Completion

Attendance Reports

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

Charter High School of the Americas provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention Programs.

Title II

The district uses supplemental funds for improving basic educational needs as follows:

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

Title III

Title III funds are used to supplement and enhance the programs for English Language learners (ELL) and immigrant students by providing funds to implement and provide:

- Reading and supplementary instructional materials
- Waterford Connection and KidBiz (hardware and software) for the development of language and literacy

skills in reading, mathematics, and science.

Title X- Homeless

- The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parent, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assist with the identification enrollment, attendance, and transportation of homeless students.
- The Homeless liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated as their status of homeless- and are provided with entitlements.

Projects Upstart provides a homeless sensitivity an awareness campaign throughout all the schools.

Supplemental Academic Instruction (SAI)

Charter High School of the Americas will receive funding from the Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug – Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST specialist.
- Training for technical assistance for elementary and middle school teachers, administrators, counselors/ TRUST specialist.

Nutrition Programs

1. Charter High School of the Americas Adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state Stature is taught through physical education.
3. The School Food Service, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

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

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

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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. Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.

G1.B1 Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 23% to 26%.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

PD Opportunity 1

Teachers will attend a Professional Development titled "Developing Exemplary Lessons".

Facilitator

Nataly Parra, Principal

Participants

All High School Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Professional Development Sign-in Sheets

G2. Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.

G2.B1 Our Writing goal for the 2013-2014 school year is to mirror the District's Writing percentage by increasing 4 percentage points from 58% to 62% in the amount of 10th grade students scoring 3.5 and above on the FCAT Writing Assessment.

G2.B1.S1 Teacher will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.O.

PD Opportunity 1

A Professional Development titled "Writing Across the Curriculum" will be provided to teachers.

Facilitator

Nataly Parra, Principal

Participants

All High School Teachers

Target Dates or Schedule

August 15, 2013

Evidence of Completion

Professional Development Sign-in Sheets

G3. Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.

G3.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of all the students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

PD Opportunity 1

Teachers will be attending a Professional Development titled "New Common Core Standards".

Facilitator

Nataly Parra, Principal

Participants

High School Mathematics Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

G3.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of the lowest 25% students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

G3.B2.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

PD Opportunity 1

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. - The teacher will provide opportunities for students to model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections. -Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. - Teachers will provide opportunities for students to construct arguments and critique arguments of peers. The teacher will also encourage and facilitate students justifying their conclusions, communicating, and responding to arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

Nataly Parra, Principal

Participants

High School Mathematics Teachers

Target Dates or Schedule

Data and strategies will be reviewed during biweekly Leadership Team meetings.

Evidence of Completion

Formative: Weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Florida Achieves. Summative: 2014 EOC Algebra I

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.

G4.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Biology I EOC by 2 percentage points from 21% to 23%.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards for all reporting categories.

PD Opportunity 1

Teachers will be attending a Professional Development titled "Hands-on Activities".

Facilitator

Nataly Parra, Principal

Participants

High School Science Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

G5. Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

G5.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

G5.B1.S1 Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

PD Opportunity 1

Teachers will be attending a Professional Development titled "Project Based Learning".

Facilitator

Nataly Parra, Principal

Participants

All STEM teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

G5.B2 Our goal for the 2013-2014 school year is to increase the percentage rate of students participating in different STEM activities by 10 percentage points from 0% to 10%.

G5.B2.S1 Teachers will provide students with all necessary resources, tools, strategies and hands on activities to help them be actively involved in STEM activities.

PD Opportunity 1

The following instructional strategies will be utilized to support students: -We will establish a plan and timeline for the development of student projects and increase participation in STEM competitions.

Facilitator

Nataly Parra, Principal

Participants

Science, Mathematics, Career Technical Education and STEM Teachers.

Target Dates or Schedule

On a biweekly basis Administration and the Leadership Team will meet to discuss and monitor STEM activities and students' participation.

Evidence of Completion

Projects and students' generated work from STEM activities.

G6. Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.

G6.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

G6.B1.S1 Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

PD Opportunity 1

Teachers will be attending a Professional Development titled "Incorporating Technology on a daily basis".

Facilitator

Nataly Parra, Principal

Participants

All High School Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

G7. Our Early Warning Systems goal for the 2013-2014 school year is to decrease the percentage of students with attendance, discipline and behavior problem by 3 percentage points.

G7.B1 Our goal for the 2013-2014 school year is to decrease the percentage rate of High School students who miss 10% or more of available Instructional Time by 1 percentage point from 18% to 17%.

G7.B1.S1 School Counselor will provide students and parents with strategies and resources to decrease the percentage rate of students missing 10% or more of Instructional time.

PD Opportunity 1

Teachers will be attending a Professional Development titled "Truancy Prevention".

Facilitator

Nataly Parra, Principal

Participants

All High School Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional Development Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.	\$7,000
G2.	Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.	\$900
G3.	Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.	\$2,800
G4.	Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.	\$3,100
G5.	Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.	\$8,900
G6.	Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.	\$7,000
Total		\$29,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Technology	Total
General Funds	\$17,100	\$3,700	\$8,900	\$29,700
Total	\$17,100	\$3,700	\$8,900	\$29,700

Budget Details

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

G1. Our Reading goal for the 2013-2014 school year is to increase the percentage of 9th and 10th grade students reading at or above grade level by 2 percentage points to mirror the District percentage of 66%.

G1.B1 Our goal for the 2013-2014 school year is to increase the amount of students scoring level 3 on the FCAT 2.0 Reading by 3 percentage points from 23% to 26%.

G1.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category 1: Vocabulary.

Action Step 2

The following instructional strategies will be utilized to support Reporting Category 1 Vocabulary: The use of context clues, KWL chart, word walls, thesaurus, task cards and bilingual dictionaries. Teachers will also emphasize reading strategies such as Think-Pair-Share which helps students to become a discussion participant while engaged and exposed in vocabulary concepts. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use the four square writing process to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meaning of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.

Resource Type

Evidence-Based Program

Resource

Crosswalk, Buckle Down, Florida Coach,

Funding Source

General Funds

Amount Needed

\$7,000

G2. Our 2013-2014 Writing goal for the 10th grade students, is to mirror the District percentage in Writing of achieving 62% percent proficiency levels on the 2014 FCAT Writing Assessment.

G2.B1 Our Writing goal for the 2013-2014 school year is to mirror the District's Writing percentage by increasing 4 percentage points from 58% to 62% in the amount of 10th grade students scoring 3.5 and above on the FCAT Writing Assessment.

G2.B1.S1 Teacher will provide students with necessary tools and strategies to meet the necessary standards for Writing Application to achieve proficiency levels on the Writing FCAT 2.O.

Action Step 2

The following instructional strategies will be utilized to support effective arguments: -Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences. -Introduce claim (s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims , and organize the reasons and evidence logically. - Support claim (s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or task using credible sources.

Resource Type

Evidence-Based Materials

Resource

Buckle Down, Florida Coach Writing, Write Source

Funding Source

General Funds

Amount Needed

\$900

G3. Our Mathematics goal for the 2013-2014 school year is to increase the percentage of students enrolled in target courses achieving proficiency levels in Mathematics by 3 percentage points from 77% to 80%.

G3.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of all the students enrolled in target courses making learning gains by 2 percentage points from 95% to 97%.

G3.B1.S1 Teachers will provide students with strategies to meet the necessary standards for Reporting Category-Functions, Linear Equations, and Inequalities.

Action Step 2

The following instructional strategies will be utilized to support Reporting Category-Functions, Linear Equations, and Inequalities. -Teachers will provide opportunities for the students to model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections. - Teachers will encourage the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem. - Teachers will provide opportunities for the students to construct arguments and critique arguments of peers. They will also encourage and facilitate students justifying the conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Resource Type

Evidence-Based Materials

Resource

Buckle Down, Florida Coach, Florida Achieves, Common Core Coach, Prentice Hall, Everglades K-12

Funding Source

General Funds

Amount Needed

\$2,800

G4. Our Science goal for the 2013-2014 school year is to increase the percentage of students achieving proficiency levels in Science by 3 percentage points.

G4.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students scoring level 3 on the Biology I EOC by 2 percentage points from 21% to 23%.

G4.B1.S1 Teachers will provide students with strategies to meet the necessary standards for all reporting categories.

Action Step 2

The following instructional strategies will be utilized to support students: -Teachers will provide opportunities for all students to participate in scientific enrichment activities, after school tutorials, and Saturday Academy. - Teachers will provide all students the opportunity to design experiments using the process of science and present their work through lab reports and/or classroom discussions. - Teachers will monitor and support the implementation of rigorous activities, higher order questioning strategies to increase students conceptual understanding. -Teachers will provide inquiry based, hands-on, laboratory activities incorporating the science process for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. - Teachers will provide active modeling and coaching in the use of higher order questioning in response techniques throughout the curriculum. -Teachers will promote the use of instructional technology such as Gizmos, Discovery, FCAT Explorer, and Florida Achieve to enhance and remediate student conceptual understanding of Biology.

Resource Type

Evidence-Based Program

Resource

Florida Coach EOC Biology, Jumpstart, Gyzmos, E20

Funding Source

General Funds

Amount Needed

\$3,100

G5. Our STEM goal for the 2013-2014 school year is to increase the number of students participating in STEM activities by 10 percentage points from 0% to 10%.

G5.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students' experiences in different STEM activities by 10 percentage points from 0% to 10%.

G5.B1.S1 Teachers will provide students with all resources and tools to be actively engaged in Project Based Learning in STEM.

Action Step 2

The following instructional strategies will be utilized to expose students in more STEM experiences: - Teachers will establish a plan and timeline for the development of students projects and increase the participation in STEM competitions. -STEM Teachers will look for increased participation in school site STEM competitions that serve as a selection process for the district STEM competitions.

Resource Type

Technology

Resource

Students Incentives, Promethean Boards

Funding Source

General Funds

Amount Needed

\$8,900

G6. Our CTE goal for the 2013-2014 school year is to increase the number of teachers holding CTE Certifications by 10 percentage points, from 0% to 10% points.

G6.B1 Our goal for the 2013-2014 school year is to increase the percentage rate of students enrolled in CTE courses by 10 percentage points from 0% to 10%.

G6.B1.S1 Administration and School Counselor will develop strategies to increase the percentage of students enrolled in CTE courses.

Action Step 2

The following strategies will be utilized to increase the percentage of students enrolled in CTE courses: Counselor will conduct self-assessment of career academies. Encourage articulation of middle and high school feeder pattern programs. Promote CTE awareness through activities such as Career Fairs and CTE Month in February 2014.

Resource Type

Evidence-Based Program

Resource

Professional Developments

Funding Source

General Funds

Amount Needed

\$7,000