



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jose Marti Mast 6 12 Academy

5701 W 24TH AVE

Hialeah, FL 33016

305-557-5931

<http://martimast.dadeschools.net>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 95%

School Grades History

2013-14 A	2012-13 A	2011-12 A	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

Jose Marti Mast 6 12 Academy

Principal

Jose Enriquez, Jr.

School Advisory Council chair

Anthony Machado

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

Name	Title
Ivette Diaz-Rubio	Assistant Principal
Sofia Buttacavoli	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 4, Students – 4, Parents – 5,
Business partners - 1

Involvement of the SAC in the development of the SIP

The SAC committee reviews and provides input on a monthly basis. Input was provided at the conclusion of the 2012-2013 school year. Suggestions and recommendations were given by each department and discussed at the final SAC meeting.

Activities of the SAC for the upcoming school year

The SAC will monitor the implementation of the SIP, will assist the school in increasing parental and community involvement, and will support the school with student incentive materials and academic support materials.

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

School Improvement funds will be allocated to purchase agendas for the entire students body in order to assist them with their organizational skills.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
 Not In Compliance

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

Compliance will be attained after elections are conducted in the upcoming faculty meeting next week.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jose Enriquez, Jr.

Principal

Years as Administrator: 17

Years at Current School: 7

Credentials

Bachelor's Degree in Social 2013 – School Grade
 Principal Studies
 Education
 Master's Degree
 in Educational
 Leadership
 Certified in
 School Principal,
 (all Levels),
 Social Science,(6 - 12)
 Years as Administrator: 17
 Years at Current School: 7

Performance Record

2013 2012 2011 2010 2009
 School Grade A C C B B
 AMO Y N N N N
 High Standards 86 40 59 55 51
 Reading
 High Standards 85 47 56 54 55
 Math
 Lrng Gains-Rdg 76 59 64 60 61
 Lrng Gains-Math 68 64 65 67 67
 Gains-Rdg-25% 82 56 73 59 80
 Gains-Math-25% 56 63 67 65 71

Ivette Diaz-Rubio

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Bachelor's Degree in Varying Exceptionalities Master's Degree in Varying Exceptionalities Educational Specialist Degree in Educational Leadership Certified in Educational Leadership, (all Levels) and Varying Exceptionalities (grades K - 12)

Performance Record

	2013	2012	2011	2010	2009
School Grade	A	C	C	B	B
AMO	Y	N	N	N	N
High Standards Reading	86	40	59	55	51
High Standards Math	85	47	56	54	55
Lrng Gains-Rdg	76	59	64	60	61
Lrng Gains-Math	68	64	65	67	67
Gains-Rdg-25%	82	56	73	59	80
Gains-Math-25%	56	63	67	65	71

Sofia Buttacavoli																																																								
Asst Principal	Years as Administrator: 7	Years at Current School: 4																																																						
Credentials	Bachelors Degree in Biology Master's Degree in Educational Leadership Certified in Educational Leadership, (all Levels) and Biology (grades 6 - 12)																																																							
Performance Record	<table border="1"> <tr> <td></td> <td>2013</td> <td>2012</td> <td>2011</td> <td>2010</td> <td>2009</td> </tr> <tr> <td>School Grade</td> <td>A</td> <td>C</td> <td>C</td> <td>B</td> <td>B</td> </tr> <tr> <td>AMO</td> <td>Y</td> <td>N</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards Reading</td> <td>86</td> <td>40</td> <td>59</td> <td>55</td> <td>51</td> </tr> <tr> <td>High Standards Math</td> <td>85</td> <td>47</td> <td>56</td> <td>54</td> <td>55</td> </tr> <tr> <td>Lrng Gains-Rdg</td> <td>76</td> <td>59</td> <td>64</td> <td>60</td> <td>61</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>68</td> <td>64</td> <td>65</td> <td>67</td> <td>67</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>82</td> <td>56</td> <td>73</td> <td>59</td> <td>80</td> </tr> <tr> <td>Gains-Math-25%</td> <td>56</td> <td>63</td> <td>67</td> <td>65</td> <td>71</td> </tr> </table>			2013	2012	2011	2010	2009	School Grade	A	C	C	B	B	AMO	Y	N	N	N	N	High Standards Reading	86	40	59	55	51	High Standards Math	85	47	56	54	55	Lrng Gains-Rdg	76	59	64	60	61	Lrng Gains-Math	68	64	65	67	67	Gains-Rdg-25%	82	56	73	59	80	Gains-Math-25%	56	63	67	65	71
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Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

34, 94%

Highly Qualified Teachers

56%

certified in-field

34, 94%

ESOL endorsed

9, 25%

reading endorsed

4, 11%

with advanced degrees

16, 44%

National Board Certified

1, 3%

first-year teachers

3, 8%

with 1-5 years of experience

4, 11%

with 6-14 years of experience

10, 28%

with 15 or more years of experience

19, 53%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

1. Allow internships through local colleges and universities.
2. Soliciting referrals from current employees
3. Meet monthly with new teachers
4. MINT Program

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

We have paired teachers in the same department to provide for a more seamless transition with the day to day questions, especially since they are in the science department. They will be meeting with their paired mentor on a bi-weekly basis at first and then transitioning to monthly.

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

MTSS is an extension of Jose Marti's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The MTSS Team will meet once a month. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups' targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provide in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark.

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

The MTSS team members at Jose Marti are: Jose Enriquez, Jr., Principal; Ivette Diaz-Rubio, Assistant Principal; Sofia Buttacavoli, Assistant Principal; Gladys Luis, ELL Dept. Chair; Catalina Fonts-Masvidal, Student Services Dept. Chair; Melissa Andrews, Student Services; Martinnette Thompson, Language Arts Dept. Chair; Albina Cruz, Media specialist.

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

- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

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

1. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS Leadership Team will provide levels of support and interventions to students based on data.
4. The MTSS Leadership Team will consider data the end of year Tier 1 problem solving.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators,

Ongoing Progress Monitoring Tools, Phonics Screening Inventory)

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- 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
- Referrals to special education programs

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

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 60

Enrichment as well as remediation for current coursework and homework assistance. Students who fall into the lowest 25% will be targeted for reading remediation through the use of reading plus and Common core materials.

Strategy Purpose(s)

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

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

The lead teacher will pull reading plus reports as well as student Edusoft reports to analyze and review their baseline and interim assessments.

Who is responsible for monitoring implementation of this strategy?

Jose Enriquez, Principal; Sofia Buttacavoli, Assistant Principal; Ivette Diaz-Rubio, Assistant Principal; Martinnette Thompson, Language Arts Dept. Chair.

Literacy Leadership Team (LLT)

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

Name	Title
Jose Enriquez	Principal
Ivette Diaz-Rubio	Assistant Principal
Sofia Buttacavoli	Assistant Principal
Martinnette Thompson	Language Arts Dept. Chair
Gladys Luis	ELL Dept. Chair
Albina Cruz	Media Specialist

How the school-based LLT functions

The LLT will meet once a quarter on Monday. They will monitor and analyze data provided through the baseline, interim, FCAT and Fair assessments. They will establish and implement strategies to support students that are identified as demonstrating deficiencies.

Major initiatives of the LLT

The major initiative of the LLT for the 2013 – 2014 school year are to:

- offer professional growth opportunities for team members
- create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school
- creating a collaborative environment that fosters sharing and learning
- develop a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

Teachers are provided with monthly current event articles that align with the subject area and the pacing guide.

The LLT will provide ongoing data-driven professional development activities that align core subject goals and staff needs.

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

MAST @ Jose Marti will provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics/computers/technology, field studies, projects, competitions, and scientific research throughout their middle and high school years. With this focus in mind, the entire school will be thematically tied to scientific and mathematical research, methodology, and most importantly to the application of the sciences.

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

In order to achieve this goal, there will be an interdisciplinary approach to science, technology, and mathematics instruction. For example, Language Arts curriculum will incorporate the processes of research and technical writing, and include science topics and concepts in the design of creative literary pieces. Mathematics will include statistical analysis and interpretation of data. Social studies classes will incorporate current ethical, political, social, and geographical issues as they relate to science and technology. A strong theme of this school entails expressing scientific ideas through verbal and written communication skills.

Strategies for improving student readiness for the public postsecondary level

Students will be given the opportunity to participate in university level courses through a Dual Enrollment program and will participate in internships dealing with computers, mathematics, and scientific research. Students will gain experience in conducting research, gathering data, and communicating ideas with other researchers and the community at large. All students are highly encouraged to enroll in Honors, Advanced Placement, and Dual Enrollment course opportunities to prepare for post-secondary preparation. Students are encouraged to utilize the Khan Academy tutorials for remediation and SAT preparation. All students at Jose Marti MAST Academy take four years of Science and Math.

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	79%	86%	Yes	81%
American Indian				
Asian				
Black/African American	79%	79%	Yes	81%
Hispanic	80%	87%	Yes	82%
White				
English language learners	61%	74%	Yes	64%
Students with disabilities				
Economically disadvantaged	77%	85%	Yes	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	28%	29%
Students scoring at or above Achievement Level 4	235	57%	57%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

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)	18	90%	91%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	70%	73%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	60%	64%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	90%	91%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	

Area 3: Mathematics

Elementary and Middle School Mathematics

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		100%	100%
Middle school performance on high school EOC and industry certifications		100%	100%

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	82%	85%	Yes	83%
American Indian				
Asian				
Black/African American	75%	78%	Yes	78%
Hispanic	83%	86%	Yes	84%
White				
English language learners	64%	75%	Yes	68%
Students with disabilities				
Economically disadvantaged	80%	84%	Yes	82%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		68%	74%
Students in lowest 25% making learning gains (EOC)		56%	60%

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.		[data excluded for privacy reasons]	

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	4%
Students scoring at or above Achievement Level 4	48	96%	96%

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>		23%
Students scoring at or above Achievement Level 4	29	74%	74%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

Middle School Science

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>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

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

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		16%
Students scoring at or above Achievement Level 4	31	84%	84%

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)	6		10
Participation in STEM-related experiences provided for students	115	20%	30%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	30%	30%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	6	1%	10%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	5%

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	4%	3%
Students in ninth grade with one or more absences within the first 20 days	2	3%	2%
Students in ninth grade who fail two or more courses in any subject	2	3%	2%
Students with grade point average less than 2.0	1	1%	1%
Students who fail to progress on-time to tenth grade	1	1%	1%
Students who receive two or more behavior referrals	28	7%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

Graduation

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

See the Parent Involvement Plan as we are a Title 1 school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent participation by 15 percentage points	176	30%	45%

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The results of the 2013 Reading FCAT 2.0 indicate that 86% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to maintain the amount of students achieving proficiency.
- G2.** The results of the 2013 Writing Exam indicate that 90% of the students achieved proficiency. The goal is to increase proficiency by one percentage point.
- G3.** The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.
- G4.** Our goal is to increase the number of middle school students participating in accelerated courses by five percentage points.
- G5.** The results of the 2013 PERT indicate that 95% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to maintain the percentage of on-time graduates who are college ready.
- G6.** Maintain a passing rate of 100%.
- G7.** The 2013 Geometry EOC demonstrated a 97% passing rate, our goal is to maintain this passing rate.
- G8.** Attain a 75% passing rate on the 2014 Civics EOC.
- G9.** Attain a 75% passing rate on the 2014 US History EOC.
- G10.** Given the NGSSS standards, 75% of the students will attain proficiency on the FCT 2.0 Science Exam.
- G11.** To maintain a 100% passing rate.
- G12.** Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge.
- G13.** Increase the number of students enrolled in CTE courses by 5 percentage points.
- G14.** See PIP
- G15.** Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point.

Goals Detail

G1. The results of the 2013 Reading FCAT 2.0 indicate that 86% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to maintain the amount of students achieving proficiency.

Targets Supported

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

Resources Available to Support the Goal

- District Language Arts Department, Professional Development Opportunities on new Common Core Standards, Onsite Best Practices Professional Development , LLT, MTSS Teams.

Targeted Barriers to Achieving the Goal

- The amount of students demonstrating a Level 3 will increase one percentage point to 29%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising /falling action, conflict / resolution, and theme in a variety of fiction.
- The amount of students demonstrating a Level 4 will increase remain at 57%. The area of deficiency for students scoring FCAT Level 4 and above, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text / Research Process due to limited practice of analyzing and evaluating arguments and determining validity and reliability of information from multiple sources.
- The amount of students demonstrating a learning gain in the Lowest 25% will increase two percentage points to 84%. The area of deficiency for students in the Lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary due to limited exposure to complex text.
- The passing rate percentage in Reading for Postsecondary Readiness (on-time graduates) in 2012 was 95%. Our goal is to maintain our on-time graduates at a passing rate of 95% for 2014 by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT.
- Students exhibiting learning gains will increase by two percentage points to 78%.
- To increase proficiency by 3 percentage points from 70% to 73% on the Reading portion of the CELLA. As noted on the administration of the 2013 CELLA students were deficient in the Reporting Category 1: Vocabulary.
- To increase proficiency by 4 percentage points from 60% to 64% on the Writing portion of the CELLA. The area of deficiency as noted on the 2013 CELLA Test was Sentence Structure and Elaboration.
- To increase proficiency by 1 percentage point from 90% to 91% on the Listening/Speaking portion of the CELLA. Students lack the ability to practice their speaking skills in the home life and therefore have difficulty advancing in this portion.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments, Review during Department Meetings, Review student work folders, Data collected from the 2014 FCAT 2.0 Reading Test

G2. The results of the 2013 Writing Exam indicate that 90% of the students achieved proficiency. The goal is to increase proficiency by one percentage point.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Pacing Guides and Dept. of Language Arts/Reading website

Targeted Barriers to Achieving the Goal

- This area of deficiency as noted on the 2013 administration of the FCAT Writing Test was Sentence Structure and Elaboration.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Students are administered a Pre and Post District Writing Tests Summative: 2013 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.

Targets Supported

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

Resources Available to Support the Goal

- District Pacing Guides, Department of Mathematics and Science Website, and SpringBoard mathematics activities, Computer based programs

Targeted Barriers to Achieving the Goal

- Barriers to success for all students include deficiency in reading skills and limited vocabulary proficiency in the content area.
- Increase the amount of students achieving a Level 3 in the Middle School Mathematics FCAT 2.0 by two percentage points to 31%.
- Increase the amount of students achieving a Level 4 and 5 in the Middle School Mathematics FCAT 2.0 by one percentage point to 75%.
- Increase the amount of students achieving learning gains in the Middle School Mathematics FCAT 2.0 by five percentage points to 75%.
- Increase the amount of students in the lowest 25% achieving learning gains in the Middle School Mathematics FCAT 2.0 by five percentage points to 75%.

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Mathematics Assessment

G4. Our goal is to increase the number of middle school students participating in accelerated courses by five percentage points.

Targets Supported

Resources Available to Support the Goal

- E20/20, SpringBoard materials, Florida Achieves, District Math and Science websites and Pacing guides

Targeted Barriers to Achieving the Goal

- Students have a perceived lack of procedural skill and fluency.

Plan to Monitor Progress Toward the Goal

Provide students with the potential to benefit from accelerated courses the opportunity to successfully complete these courses for high school credit.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased enrollment in accelerated coursework

G5. The results of the 2013 PERT indicate that 95% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to maintain the percentage of on-time graduates who are college ready.

Targets Supported

Resources Available to Support the Goal

- SAT/ACT resources and applications for smartphones, Florida Achieves, E20/20

Targeted Barriers to Achieving the Goal

- Students who have learned English as a second language are having difficulty achieving proficiency on this exam.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 PERT Assessment

G6. Maintain a passing rate of 100%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- District pacing guide and District Mathematics website

Targeted Barriers to Achieving the Goal

- The areas of deficiency as noted on the 2013 Algebra 1 EOC involved rationals, radicals, quadratics, and discrete mathematics.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Algebra 1 EOC

G7. The 2013 Geometry EOC demonstrated a 97% passing rate, our goal is to maintain this passing rate.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Common core standards, springboard curricula, geometer's sketchpad web based resource, Math Type

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 Geometry EOC involved three-dimensional geometry.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Geometry EOC

G8. Attain a 75% passing rate on the 2014 Civics EOC.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Department of Social Sciences website and multiple professional development opportunities.

Targeted Barriers to Achieving the Goal

- Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Furthermore students are demonstrating 2% proficiency.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Civics EOC

G9. Attain a 75% passing rate on the 2014 US History EOC.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Department of Social Sciences website, multiple professional development opportunities

Targeted Barriers to Achieving the Goal

- Students lack background knowledge necessary to be successful on the exam as evidenced by the 3% proficiency on the baseline exam.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 US History EOC

G10. Given the NGSSS standards, 75% of the students will attain proficiency on the FCT 2.0 Science Exam.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- District Science Department website, FCAT Explorer, Gizmos

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Science Exam was Life/Environmental Science. This is further demonstrated by the 13% proficient in the Baseline Exam which is projected to increase by 60 percentage points.
- Increase the amount of students achieving a level 4 or above by ten percentage points.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 FCAT 2.0 Science Exam

G11. To maintain a 100% passing rate.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Department of mathematics and science website, E20/20

Targeted Barriers to Achieving the Goal

- Analysis of the 2013 Biology End-of-Course Assessment data indicates a need for improvement in the areas of Classification, Heredity, and Evolution in the lower third.
- Use of the Pasco digital scientific equipment to increase the rigorous instruction.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

2014 Biology EOC

G12. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Florida International University, Miami Dade College North, University of Miami

Targeted Barriers to Achieving the Goal

- An anticipated barrier is to find faculty willing to sponsor and assist in these activities that have the sufficient knowledge on how to successfully compete.
- Increase the amount of students participating in STEM related activities by 10%.
- During the 2012-2013 school year students were unable to enroll in rigorous STEM courses due to lack of foundation courses since the school was only in its 2nd year.
- Students were only able to enroll in one or two STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.
- The school does not offer CTE-STEM courses due to lack of certified teachers.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase STEM experiences

G13. Increase the number of students enrolled in CTE courses by 5 percentage points.

Targets Supported

- CTE

Resources Available to Support the Goal

- Pacing of activities for industry certification as outlined within CTE professional development activities.

Targeted Barriers to Achieving the Goal

- Providing teachers with the necessary programs in order to teach the CTE coursework which they are certified in i.e. Photoshop

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CTE coursework available

G14. See PIP

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point.

Targets Supported

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

Resources Available to Support the Goal

- Tamperproof ID system, Cognos reports, Gradebook reports

Targeted Barriers to Achieving the Goal

- Analysis of 2012-2013 attendance data indicates that 4% of all students missed 10% or more of their instruction time due to transportation issues.
- Analysis of 2012-2013 attendance data indicates that 2-9th graders were absent during the first 20- days of school due to illness.
- Analysis of the 2012-2013 At-Risk Student Report indicates that 1% of all students have a GPA less than 2.0.
- Analysis of the 2012-2013 Suspension report indicates that 2% of all students received one or more behavior referrals that lead to suspension due to a failure to understand the link between academic success and student behavior.

Plan to Monitor Progress Toward the Goal

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Reduction in absences

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Reading FCAT 2.0 indicate that 86% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to maintain the amount of students achieving proficiency.

G1.B1 The amount of students demonstrating a Level 3 will increase one percentage point to 29%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising /falling action, conflict / resolution, and theme in a variety of fiction.

G1.B1.S1 The English/Language Arts teachers will implement the SpringBoard Pre-AP curriculum to escalate the level of rigor. The emphasis will be placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. Additionally, Reading Informational Text graphic organizers will be utilized: Trailing the Text, Fallacy of Success Table and Gan's Feedback Model to emphasize complex skills.

Action Step 1

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

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, Embedded Assessments, Interim Assessments, FAIR Assessments

Facilitator:

SpringBoard Master Teachers

Participants:

Language Arts Teachers

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

Student and group work, teacher observations, monitor student progress

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

The following assessments will be conducted: Formative: District Baseline Assessment, SpringBoard Embedded Assessments, Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data collected from the 2014 FCAT 2.0 Reading Test, Review during Department Meetings, Student Work Folders

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 The amount of students demonstrating a learning gain in the Lowest 25% will increase two percentage points to 84%. The area of deficiency for students in the Lowest 25% making learning gains as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary due to limited exposure to complex text.

G1.B3.S1 All Reading/Language Arts teachers will include the lessons in their daily activities with a focus on Informational Text/Research Process via use of multiple sources (including primary and secondary), drawing conclusions, and reliability and validity information.

Action Step 1

Students will practice locating and critically analyzing text in order to isolate and identify vocabulary words of interest.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, Embedded Assessments, Interim Assessments, FAIR Assessments

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

FCIM will be implemented by data analysis through Curriculum Council meetings and ongoing data chats with departments, teachers, and students. Instruction will adjust as necessary.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Review during Department Meetings, Review student work folders, Data collected from the 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G1.B3.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments, Review during Department Meetings, Review student work folders, Data collected from the 2014 FCAT 2.0 Reading Test

G1.B4 The passing rate percentage in Reading for Postsecondary Readiness (on-time graduates) in 2012 was 95%. Our goal is to maintain our on-time graduates at a passing rate of 95% for 2014 by providing academic preparation for college placement tests such as the PERT, CPT, ACT and SAT.

G1.B4.S1 Students will be provided with enrichment activities to increase their chances of succeeding in the PERT and/or ACT/SAT exams through their research and Language arts classes.

Action Step 1

Implement utilization of PERT and/or ACT/SAT enrichment activities

Person or Persons Responsible

Language Arts and Research teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, SAT/ACT exams, PERT

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

FCIM will be implemented by data analysis through Curriculum Council meetings and ongoing data chats with departments, teachers, and students. Instruction will adjust as necessary.

Person or Persons Responsible

MTSS Leadership Team and CAP Advisor

Target Dates or Schedule

Ongoing

Evidence of Completion

PSAT, Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

PSAT, Interim Assessments

G1.B5 Students exhibiting learning gains will increase by two percentage points to 78%.

G1.B5.S1 Implement structures lesson plans to incorporate graphic organizers, identification and distinction between figurative and descriptive language.

Action Step 1

Implement Mini-lessons and alter teaching based on data.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Benchmark Assessments, FAIR Assessments Summative: 2014 FCAT 2.0 Assessment

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

Monitor Implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini-Benchmark Assessments, FAIR Assessments Summative: 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B5.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs and student work folders as well as Mini-Benchmark Assessments, FAIR Assessments Summative: 2014 FCAT 2.0 Assessment

G1.B6 To increase proficiency by 3 percentage points from 70% to 73% on the Reading portion of the CELLA. As noted on the administration of the 2013 CELLA students were deficient in the Reporting Category 1: Vocabulary.

G1.B6.S1 LACC.6-8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning. Strategies include to integrate pre-reading activities utilizing concept maps, word walls, and reading a variety of texts.

Action Step 1

Integrate pre-reading activities utilizing concept maps, word walls, and reading a variety of texts.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work folders and Imagine learning reports

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

Monitor Implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Reading Tests, 2014 CELLA, and 2014 FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G1.B6.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Reading Tests, 2014 CELLA, and 2014 FCAT 2.0 Assessment

G1.B7 To increase proficiency by 4 percentage points from 60% to 64% on the Writing portion of the CELLA. The area of deficiency as noted on the 2013 CELLA Test was Sentence Structure and Elaboration.

G1.B7.S1 Develop a prewriting plan to develop the main idea(s) and supporting details.

Action Step 1

Utilize Teen BIZ and Imagine Learning to emphasize the identification of main ideas and supportive details.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Writing Tests, 2014 CELLA, and FCAT Writing.

Facilitator:

Imagine learning personnel

Participants:

ELL Teacherd

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

Monitor Implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Writing Tests, 2014 CELLA, and FCAT Writing.

Plan to Monitor Effectiveness of G1.B7.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Writing Tests, 2014 CELLA, and FCAT Writing.

G1.B8 To increase proficiency by 1 percentage point from 90% to 91% on the Listening/Speaking portion of the CELLA. Students lack the ability to practice their speaking skills in the home life and therefore have difficulty advancing in this portion.

G1.B8.S1 Teachers will utilize Language experience approach as well as engage students in cooperative learning opportunities.

Action Step 1

Implement current events and a variety of reading media to engage students and increase their levels of comprehension

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Fair Reports, Quarterly presentations, 2014 CELLA.

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

Monitor Implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Fair Reports, Quarterly presentations, 2014 CELLA.

Plan to Monitor Effectiveness of G1.B8.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Fair Reports, Quarterly presentations, 2014 CELLA.

G2. The results of the 2013 Writing Exam indicate that 90% of the students achieved proficiency. The goal is to increase proficiency by one percentage point.

G2.B1 This area of deficiency as noted on the 2013 administration of the FCAT Writing Test was Sentence Structure and Elaboration.

G2.B1.S1 The school will implement writing across the curriculum in content areas and elective courses through quarterly timed and informal writing assessments. In addition, SpringBoard's writing lessons will be infused in the Language Arts classes for writing practice in four major areas: argumentation, literary analysis, creative and reflective writing and research. The online workshops will be available to the students to provide direct writing instruction in the writing process and in specific writing genres.

Action Step 1

Infuse specific writing practices in conjunction with the SpringBoard curriculum's writing lessons.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Students are administered a Pre and Post District Writing Tests Summative: 2013 FCAT 2.0 Writing Assessment

Facilitator:

District personnel

Participants:

ELL and Language Arts teachers

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

Monitor Implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Students are administered a Pre and Post District Writing Tests
Summative: 2013 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Students are administered a Pre and Post District Writing Tests
Summative: 2013 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.

G3.B1 Barriers to success for all students include deficiency in reading skills and limited vocabulary proficiency in the content area.

G3.B1.S1 Strategies to address these barriers include: • Explicit use of reading strategies in the content area on text rich problem scenarios • Use of an interactive word wall on which new and essential words will be displayed and referenced • Use of SpringBoard mathematics activities as the primary curriculum, infusing higher order thinking skills and scaffold instruction into daily lessons • Use of collaborative groups while working on daily activities will provide a safe learning environment and encourage student risk taking

Action Step 1

Utilize and interactive word wall as well as infusion of higher order thinking skills via collaborative open ended projects

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G3.B2 Increase the amount of students achieving a Level 3 in the Middle School Mathematics FCAT 2.0 by two percentage points to 31%.

G3.B2.S1 Students exhibited weakness in Geometry and Measurement category and therefore the infusion of geometry technology as well as other real world web resources will be employed to address this issue.

Action Step 1

Implement the use of Geometer's Sketchpad and Math Type to broaden

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program.

Facilitator:

Participants:

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

Classroom walkthroughs

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B2.S1

Monitor Implementation

Person or Persons Responsible

MTSS leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. 2014 FCAT 2.0 Mathematics Assessment

G3.B3 Increase the amount of students achieving a Level 4 and 5 in the Middle School Mathematics FCAT 2.0 by one percentage point to 75%.

G3.B3.S1 Model with mathematics. Use SpringBoard activity scenarios to create mathematical models to solve application problems. Choose appropriate tools, including technology (calculators, computer programs, iPad, tablet, or smartphone apps) to address problem solving scenarios

Action Step 1

Incorporate more hands-on activities through the use of technology and the real-world open ended activities from the SpringBoard curriculum.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment

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

Classroom Walkthroughs

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment

Plan to Monitor Effectiveness of G3.B3.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment

G3.B4 Increase the amount of students achieving learning gains in the Middle School Mathematics FCAT 2.0 by five percentage points to 75%.

G3.B4.S1 Model with mathematics. Use SpringBoard activity scenarios to create mathematical models to solve application problems. Choose appropriate tools, including technology (calculators, computer programs, iPad, tablet, or smartphone apps) to address problem solving scenarios

Action Step 1

Incorporate more hands-on activities through the use of technology and the real-world open ended activities from the SpringBoard curriculum.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B4.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

G3.B5 Increase the amount of students in the lowest 25% achieving learning gains in the Middle School Mathematics FCAT 2.0 by five percentage points to 75%.

G3.B5.S1 Utilize and interactive word wall as well as infusion of higher order thinking skills via collaborative open ended projects

Action Step 1

Incorporate more hands-on activities through the use of technology and the real-world open ended activities from the SpringBoard curriculum.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

Plan to Monitor Effectiveness of G3.B5.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program. Quarterly assessments by course will be developed and administered to assess progress as well. 2014 FCAT 2.0 Mathematics Assessment.

G4. Our goal is to increase the number of middle school students participating in accelerated courses by five percentage points.

G4.B1 Students have a perceived lack of procedural skill and fluency.

G4.B1.S1 Provide context to skill problems to allow students to see purpose for such skills through the use of the SpringBoard curriculum to present meaningful problem solving scenarios that require fluency with procedural skills as well as use of the E20/20 program to scaffold these weaknesses

Action Step 1

Utilize the SpringBoard curriculum and the E20/20 computer based program to scaffold and provide enrichment.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in Accelerated courses.

Facilitator:

E20/20 Representative

Participants:

All mathematics teachers and Biology teachers

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

Monitor Implementation

Person or Persons Responsible

MTSS leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports

Plan to Monitor Effectiveness of G4.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Usage reports and successful completion of EOC exams

G5. The results of the 2013 PERT indicate that 95% of on-time graduates scored proficient and were considered "college ready." Our goal for the 2013-2014 school year is to maintain the percentage of on-time graduates who are college ready.

G5.B1 Students who have learned English as a second language are having difficulty achieving proficiency on this exam.

G5.B1.S1 Students will be provided with enrichment activities to increase their chances of succeeding in the PERT and/or ACT/SAT exams through their research and Language arts classes.

Action Step 1

Students will be provided opportunities to practice content that supports mathematical fluency and problem solving skills as well as language fluency and reading comprehension.

Person or Persons Responsible

Language Arts and Mathematics teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

G6. Maintain a passing rate of 100%.

G6.B1 The areas of deficiency as noted on the 2013 Algebra 1 EOC involved rationals, radicals, quadratics, and discrete mathematics.

G6.B1.S1 Utilization of teacher produced Sets Education activity will address discrete math benchmarks, SpringBoard activities, FL Achieves, and E20/20 will address quadratics, rationals, and radicals.

Action Step 1

Provide context to skill problems to allow students to see purpose for such skills. Use SpringBoard curriculum to present meaningful problem solving scenarios that require fluency with procedural skills.

Person or Persons Responsible

Algebra 1 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

E20/20 representative

Participants:

Algebra 1 teachers

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

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

Person or Persons Responsible

MTSS

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 Algebra 1 EOC

G7. The 2013 Geometry EOC demonstrated a 97% passing rate, our goal is to maintain this passing rate.

G7.B1 The area of deficiency as noted on the 2013 Geometry EOC involved three-dimensional geometry.

G7.B1.S1 Utilization of teacher produced Geometer's Sketchpad assignments, SpringBoard activities, FL Achieves and E20/20.

Action Step 1

Review district assessment data as well as track student progress with the online resources to isolate individual student weaknesses.

Person or Persons Responsible

Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

Math Dept Chair and E20/20 representative

Participants:

Geometry Teachers

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G7.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G8. Attain a 75% passing rate on the 2014 Civics EOC.

G8.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Furthermore students are demonstrating 2% proficiency.

G8.B1.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on all tested areas

Action Step 1

To enhance the CCSS, teachers will participate in professional development in this area and target weak classroom benchmarks.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

Facilitator:

District Personnel

Participants:

Civics Teachers

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 Civics EOC

G9. Attain a 75% passing rate on the 2014 US History EOC.

G9.B1 Students lack background knowledge necessary to be successful on the exam as evidenced by the 3% proficiency on the baseline exam.

G9.B1.S1 Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Action Step 1

Review district interim results following the FCIM and provide ample opportunities for students to access various media.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments and student work folders

Facilitator:

District personnel

Participants:

US History teachers

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Science Exam

Plan to Monitor Effectiveness of G9.B1.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

2014 US History EOC

G9.B1.S2 Teachers are re-designing their assessments to simulate questions on the EOC and Interims as well as encouraging their students to utilize test taking strategies.

Action Step 1

Training on EOC question design

Person or Persons Responsible

Administration

Target Dates or Schedule

Mandatory PD day

Evidence of Completion

Professional development sign in sheets

Facilitator:

Dept. Head and Assistant Principal

Participants:

EOC teachers

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

Submission of exams to administration

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Exam questions and scores

Plan to Monitor Effectiveness of G9.B1.S2

Monitor with Fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

U.S. History EOC

Plan to Monitor Fidelity of Implementation of G9.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Given the NGSSS standards, 75% of the students will attain proficiency on the FCT 2.0 Science Exam.

G10.B1 The area of deficiency as noted on the 2013 FCAT Science Exam was Life/Environmental Science. This is further demonstrated by the 13% proficient in the Baseline Exam which is projected to increase by 60 percentage points.

G10.B1.S1 Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts

Action Step 1

•Completion of science activities, experiments and projects •Student work samples from group learning, lab experiments and science projects •Collaboration among teachers in weekly Instructional Focus Talk Meetings

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and District Interim assessments, Student work folders, 2014 FCAT 2.0 Science Exam

Facilitator:

Science Department Chair

Participants:

Science Department

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

Analyze data from District and school-site generated assessment to help guide and adjust instruction.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments, student work folders, 2014 FCAT 2.0 Science Exam

Plan to Monitor Effectiveness of G10.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

student work folders, District Assessments, 2014 FCAT 2.0 Science Exam

G10.B2 Increase the amount of students achieving a level 4 or above by ten percentage points.

G10.B2.S1 Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts.

Action Step 1

Teachers will utilize the Pasco digital scientific equipment to increase a rigorous curriculum.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work folders, baseline and district interim assessment, 2014 FCAT 2.0 FCAT Science Exam

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

District and school-site assessments, 2014 FCAT 2.0 Science Exam

Plan to Monitor Effectiveness of G10.B2.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Science Exam

G11. To maintain a 100% passing rate.

G11.B1 Analysis of the 2013 Biology End-of-Course Assessment data indicates a need for improvement in the areas of Classification, Heredity, and Evolution in the lower third.

G11.B1.S1 Promote the use instructional technology (e.g., Gizmos, Discovery, FCAT Explorer, E20/20, etc.) to enhance student conceptual understanding of Biology.

Action Step 1

Review usage reports from the various online resources mentioned

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

E20/20 representative

Participants:

Biology teachers

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G11.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 Biology EOC

G11.B2 Use of the Pasco digital scientific equipment to increase the rigorous instruction.

G11.B2.S1 Promote the use instructional technology (e.g., Gizmos, Discovery, FCAT Explorer, E20/20, etc.) to enhance student conceptual understanding of Biology.

Action Step 1

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

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

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

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

Person or Persons Responsible

MTSS Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 Biology EOC

G12. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge.

G12.B1 An anticipated barrier is to find faculty willing to sponsor and assist in these activities that have the sufficient knowledge on how to successfully compete.

G12.B1.S1 Hiring of additional and appropriate staff has occurred in order to address the students needs and interest. Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.

Action Step 1

Hiring of additional and appropriate staff has occurred in order to address the students needs and interest. Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.

Facilitator:

Ten80 training

Participants:

CTE and science teachers

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

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

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.

Plan to Monitor Effectiveness of G12.B1.S1

Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Competition placement improvement and increased participation

G12.B2 Increase the amount of students participating in STEM related activities by 10%.

G12.B2.S1 Provide additional clubs after school with a STEM focus as well as utilize field trip opportunities

Action Step 1

Institute a Stem Club to increase STEM competition participation

Person or Persons Responsible

Science and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Club roster and competition entries and participation

Facilitator:

Ten80 training program

Participants:

Science and CTE teacher

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

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

Person or Persons Responsible

Activities Director and club sponsors

Target Dates or Schedule

Bi-annually

Evidence of Completion

Club rosters

Plan to Monitor Effectiveness of G12.B2.S1

Club participation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Bi-annually

Evidence of Completion

Competition participation

G12.B3 During the 2012-2013 school year students were unable to enroll in rigorous STEM courses due to lack of foundation courses since the school was only in its 2nd year.

G12.B3.S1 Students were provided with foundational courses which enabled the school to add more STEM courses.

Action Step 1

Offer more STEM courses in the master schedule

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule

Every Semester

Evidence of Completion

Students enrolled in STEM coursework

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

More coursework offered in the master schedule

Plan to Monitor Effectiveness of G12.B3.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Additional STEM coursework added

G12.B4 Students were only able to enroll in one or two STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.

G12.B4.S1 Increase the amount of AP courses available to students based on their abilities.

Action Step 1

Increase AP course offerings

Person or Persons Responsible

Administration and counselors

Target Dates or Schedule

Every Semester

Evidence of Completion

Additional AP courses from previous year

Facilitator:

College Board

Participants:

AP Biology, AP Calculus, AP statistics teacher

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

Evidence of STEM AP courses

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Additional AP courses available

Plan to Monitor Effectiveness of G12.B4.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased STEM AP course offerings

G13. Increase the number of students enrolled in CTE courses by 5 percentage points.

G13.B1 Providing teachers with the necessary programs in order to teach the CTE coursework which they are certified in i.e. Photoshop

G13.B1.S1 Work with District personnel to provide the necessary materials to the school in order to provide students with certification.

Action Step 1

Contact District personnel and ensure that all the requirements are met by the school and instructor in order to run the necessary programs.

Person or Persons Responsible

CTE instructor and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE course offerings

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

Agendas of conversations and follow up meetings

Person or Persons Responsible

Administration and CTE instructor

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE course offerings

Plan to Monitor Effectiveness of G13.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE courses

G15. Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point.

G15.B1 Analysis of 2012-2013 attendance data indicates that 4% of all students missed 10% or more of their instruction time due to transportation issues.

G15.B1.S1 Students with 3 or more absences will be referred to the School Social Worker.

Action Step 1

Refer targeted students to the School Social Worker.

Person or Persons Responsible

Attendance manager, administration, counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in loss of instructional time

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Social Worker referrals

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of loss of instructional time

Plan to Monitor Effectiveness of G15.B1.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of absences

G15.B2 Analysis of 2012-2013 attendance data indicates that 2-9th graders were absent during the first 20-days of school due to illness.

G15.B2.S1 Continue to implement a rich instructional curriculum to encourage student attendance.

Action Step 1

Provide a content and instructionally rich curriculum to maintain interest in the magnet students to continue to come to school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On a constant basis

Evidence of Completion

Reduction of absences

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Content rich instruction

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of absences

Plan to Monitor Effectiveness of G15.B2.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of absences

G15.B3 Analysis of the 2012-2013 At-Risk Student Report indicates that 1% of all students have a GPA less than 2.0.

G15.B3.S1 Continue to implement a rich instructional curriculum to encourage student attendance

Action Step 1

Provide a content and instructionally rich curriculum to maintain interest in the magnet students to continue to come to school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction of absences

Plan to Monitor Fidelity of Implementation of G15.B3.S1

Implement content rich curriculum

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Reduction in absences

Plan to Monitor Effectiveness of G15.B3.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Reduction of absences

G15.B4 Analysis of the 2012-2013 Suspension report indicates that 2% of all students received one or more behavior referrals that lead to suspension due to a failure to understand the link between academic success and student behavior.

G15.B4.S1 Continue to implement a rich instructional curriculum to encourage student attendance

Action Step 1

Provide a content and instructionally rich curriculum to maintain interest in the magnet students to continue to come to school.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Reduction of behavior suspensions

Plan to Monitor Fidelity of Implementation of G15.B4.S1

Continue to implement a rich instructional curriculum to encourage student attendance

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Reduction of behavior issues

Plan to Monitor Effectiveness of G15.B4.S1

Monitor Implementation

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in Behavior issues

Coordination and Integration

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

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

Services 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. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules 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; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 Reading FCAT 2.0 indicate that 86% of students achieved a proficiency level of 3 or above. On the 2014 Reading FCAT 2.0, our goal is to maintain the amount of students achieving proficiency.

G1.B1 The amount of students demonstrating a Level 3 will increase one percentage point to 29%. The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction / NonFiction due to lack of locating and analyzing the elements of plot structure, including exposition, setting, character development, rising /falling action, conflict / resolution, and theme in a variety of fiction.

G1.B1.S1 The English/Language Arts teachers will implement the SpringBoard Pre-AP curriculum to escalate the level of rigor. The emphasis will be placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. Additionally, Reading Informational Text graphic organizers will be utilized: Trailing the Text, Fallacy of Success Table and Gan's Feedback Model to emphasize complex skills.

PD Opportunity 1

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

Facilitator

SpringBoard Master Teachers

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Cumulative tests, Embedded Assessments, Interim Assessments, FAIR Assessments

G1.B7 To increase proficiency by 4 percentage points from 60% to 64% on the Writing portion of the CELLA. The area of deficiency as noted on the 2013 CELLA Test was Sentence Structure and Elaboration.

G1.B7.S1 Develop a prewriting plan to develop the main idea(s) and supporting details.

PD Opportunity 1

Utilize Teen BIZ and Imagine Learning to emphasize the identification of main ideas and supportive details.

Facilitator

Imagine learning personnel

Participants

ELL Teacherd

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post District Writing Tests, 2014 CELLA, and FCAT Writing.

G2. The results of the 2013 Writing Exam indicate that 90% of the students achieved proficiency. The goal is to increase proficiency by one percentage point.

G2.B1 This area of deficiency as noted on the 2013 administration of the FCAT Writing Test was Sentence Structure and Elaboration.

G2.B1.S1 The school will implement writing across the curriculum in content areas and elective courses through quarterly timed and informal writing assessments. In addition, SpringBoard's writing lessons will be infused in the Language Arts classes for writing practice in four major areas: argumentation, literary analysis, creative and reflective writing and research. The online workshops will be available to the students to provide direct writing instruction in the writing process and in specific writing genres.

PD Opportunity 1

Infuse specific writing practices in conjunction with the SpringBoard curriculum's writing lessons.

Facilitator

District personnel

Participants

ELL and Language Arts teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative: Students are administered a Pre and Post District Writing Tests
Summative: 2013 FCAT 2.0 Writing Assessment

G3. The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.

G3.B2 Increase the amount of students achieving a Level 3 in the Middle School Mathematics FCAT 2.0 by two percentage points to 31%.

G3.B2.S1 Students exhibited weakness in Geometry and Measurement category and therefore the infusion of geometry technology as well as other real world web resources will be employed to address this issue.

PD Opportunity 1

Implement the use of Geometer's Sketchpad and Math Type to broaden

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Regular individual assessments by the classroom teacher along with district interim assessments will be used to monitor progress and effectiveness of the instructional program.

G4. Our goal is to increase the number of middle school students participating in accelerated courses by five percentage points.

G4.B1 Students have a perceived lack of procedural skill and fluency.

G4.B1.S1 Provide context to skill problems to allow students to see purpose for such skills through the use of the SpringBoard curriculum to present meaningful problem solving scenarios that require fluency with procedural skills as well as use of the E20/20 program to scaffold these weaknesses

PD Opportunity 1

Utilize the SpringBoard curriculum and the E20/20 computer based program to scaffold and provide enrichment.

Facilitator

E20/20 Representative

Participants

All mathematics teachers and Biology teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in Accelerated courses.

G6. Maintain a passing rate of 100%.

G6.B1 The areas of deficiency as noted on the 2013 Algebra 1 EOC involved rationals, radicals, quadratics, and discrete mathematics.

G6.B1.S1 Utilization of teacher produced Sets Education activity will address discrete math benchmarks, SpringBoard activities, FL Achieves, and E20/20 will address quadratics, rationals, and radicals.

PD Opportunity 1

Provide context to skill problems to allow students to see purpose for such skills. Use SpringBoard curriculum to present meaningful problem solving scenarios that require fluency with procedural skills.

Facilitator

E20/20 representative

Participants

Algebra 1 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G7. The 2013 Geometry EOC demonstrated a 97% passing rate, our goal is to maintain this passing rate.

G7.B1 The area of deficiency as noted on the 2013 Geometry EOC involved three-dimensional geometry.

G7.B1.S1 Utilization of teacher produced Geometer's Sketchpad assignments, SpringBoard activities, FL Achieves and E20/20.

PD Opportunity 1

Review district assessment data as well as track student progress with the online resources to isolate individual student weaknesses.

Facilitator

Math Dept Chair and E20/20 representative

Participants

Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G8. Attain a 75% passing rate on the 2014 Civics EOC.

G8.B1 Upon completion of the District Baseline assessment and review of course benchmarks, it has been determined that students have difficulty transferring Writing and Language Arts skills to the content area. Furthermore students are demonstrating 2% proficiency.

G8.B1.S1 Provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on all tested areas

PD Opportunity 1

To enhance the CCSS, teachers will participate in professional development in this area and target weak classroom benchmarks.

Facilitator

District Personnel

Participants

Civics Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student work, district and school based assessments, intervention assessments.

G9. Attain a 75% passing rate on the 2014 US History EOC.

G9.B1 Students lack background knowledge necessary to be successful on the exam as evidenced by the 3% proficiency on the baseline exam.

G9.B1.S1 Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

PD Opportunity 1

Review district interim results following the FCIM and provide ample opportunities for students to access various media.

Facilitator

District personnel

Participants

US History teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

District assessments and student work folders

G9.B1.S2 Teachers are re-designing their assessments to simulate questions on the EOC and Interims as well as encouraging their students to utilize test taking strategies.

PD Opportunity 1

Training on EOC question design

Facilitator

Dept. Head and Assistant Principal

Participants

EOC teachers

Target Dates or Schedule

Mandatory PD day

Evidence of Completion

Professional development sign in sheets

G10. Given the NGSSS standards, 75% of the students will attain proficiency on the FCT 2.0 Science Exam.

G10.B1 The area of deficiency as noted on the 2013 FCAT Science Exam was Life/Environmental Science. This is further demonstrated by the 13% proficient in the Baseline Exam which is projected to increase by 60 percentage points.

G10.B1.S1 Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school twice a week during planning/meetings to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts

PD Opportunity 1

•Completion of science activities, experiments and projects •Student work samples from group learning, lab experiments and science projects •Collaboration among teachers in weekly Instructional Focus Talk Meetings

Facilitator

Science Department Chair

Participants

Science Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and District Interim assessments, Student work folders, 2014 FCAT 2.0 Science Exam

G11. To maintain a 100% passing rate.

G11.B1 Analysis of the 2013 Biology End-of-Course Assessment data indicates a need for improvement in the areas of Classification, Heredity, and Evolution in the lower third.

G11.B1.S1 Promote the use instructional technology (e.g., Gizmos, Discovery, FCAT Explorer, E20/20, etc.) to enhance student conceptual understanding of Biology.

PD Opportunity 1

Review usage reports from the various online resources mentioned

Facilitator

E20/20 representative

Participants

Biology teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G12. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge.

G12.B1 An anticipated barrier is to find faculty willing to sponsor and assist in these activities that have the sufficient knowledge on how to successfully compete.

G12.B1.S1 Hiring of additional and appropriate staff has occurred in order to address the students needs and interest. Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.

PD Opportunity 1

Hiring of additional and appropriate staff has occurred in order to address the students needs and interest. Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.

Facilitator

Ten80 training

Participants

CTE and science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.

G12.B2 Increase the amount of students participating in STEM related activities by 10%.

G12.B2.S1 Provide additional clubs after school with a STEM focus as well as utilize field trip opportunities

PD Opportunity 1

Institute a Stem Club to increase STEM competition participation

Facilitator

Ten80 training program

Participants

Science and CTE teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Club roster and competition entries and participation

G12.B4 Students were only able to enroll in one or two STEM-related AP exams due to a limited number of accelerated STEM course sections being offered.

G12.B4.S1 Increase the amount of AP courses available to students based on their abilities.

PD Opportunity 1

Increase AP course offerings

Facilitator

College Board

Participants

AP Biology, AP Calculus, AP statistics teacher

Target Dates or Schedule

Every Semester

Evidence of Completion

Additional AP courses from previous year

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.	\$150
Total		\$150

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
School Budget	\$150	\$0	\$150
	\$0	\$0	\$0
Total	\$150	\$0	\$150

Budget Details

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

G3. The results of the 2013 FCAT 2.0 Mathematics Exam indicate a passing rate of 85%. Our goal is to maintain the number of students achieving proficiency.

G3.B2 Increase the amount of students achieving a Level 3 in the Middle School Mathematics FCAT 2.0 by two percentage points to 31%.

G3.B2.S1 Students exhibited weakness in Geometry and Measurement category and therefore the infusion of geometry technology as well as other real world web resources will be employed to address this issue.

Action Step 1

Implement the use of Geometer's Sketchpad and Math Type to broaden

Resource Type

Technology

Resource

Geometer's Sketchpad computer program to manipulate and visualize 3D polygons

Funding Source

School Budget

Amount Needed

\$150

G7. The 2013 Geometry EOC demonstrated a 97% passing rate, our goal is to maintain this passing rate.

G7.B1 The area of deficiency as noted on the 2013 Geometry EOC involved three-dimensional geometry.

G7.B1.S1 Utilization of teacher produced Geometer's Sketchpad assignments, SpringBoard activities, FL Achieves and E20/20.

Action Step 1

Review district assessment data as well as track student progress with the online resources to isolate individual student weaknesses.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed