

## 2019-2020 SCHOOL IMPROVEMENT PLAN

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### Pembroke Pines Charter Schools at the Academic Village Campus

17189 Sheridan Street  
Pembroke Pines, FL 33331  
954-538-3700  
[www.pinescharter.net](http://www.pinescharter.net)

## Pembroke Pines Charter School at Academic Village

17189 Sheridan Street  
Pembroke Pines, FL 33028

[www.pinescharter.net](http://www.pinescharter.net)

### School Demographics

**School Type**

Middle/High

**Title I**

No

**Free/Reduced Price Lunch****Alternative/ESE Center**

No

**Charter School**

Yes

### School Grades History

**Year**

2018-19

2017-2018

2016-2017

2015-2016

**Grade**

A

A

A

A

### School Board Approval

This plan is pending approval by the City of Pembroke Pines City Commission.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement template located at <https://www.floridaCIMS.org>.

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## Purpose 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.

## 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 improvement plans, as well as provide instructional coaching, as needed.

### 2019-2020 DA Category and Statuses

DA Category	Region	RED
Not In DA		

## Part I: Current School Status

### Supportive Environment

#### Our School Mission and Vision

The Pembroke Pines Charter Community will provide a challenging educational foundation to prepare students for college success and responsible citizenship.

Pembroke Pines Charter Schools in collaboration with students, parents, and the community, endeavor to create a challenging and supportive organization of lifelong learners. It is our vision to actively engage in a continuous process of intellectual, emotional and social growth that is unified in direction, yet diverse in approach and instruction.

#### Purpose Statement

Empowering Students for the Possibilities of Tomorrow!

### School Environment

#### Building Relationships between Teachers and Students

Pembroke Pines Charter Schools at the Academic Village Campus (PPCS-AVC) learns about our students' cultures through a variety of activities that engage students and teachers in shared experiences that lead to building rapport. Through clubs and extracurricular activities, students are able to join organizations sponsored by teachers, administrators, and other staff members. These clubs and organizations encompass a wide variety of interests and needs as suggested by our students, including but not limited to community service, reading, Relay for Life, American Sign Language, various honor societies, and Student Government Association, to name a few. In addition, through clubs, sports and school-wide sponsored activities, teachers and students build strong relationships.

#### Creating a Safe Environment

PPCS-AVC has an established Safety Plan that is executed throughout the year to maintain an environment where students feel safe and respected before, during and after school.

The school maintains all facilities, services, and equipment to provide a safe, clean and healthy environment for all. Student movement on campus is supervised by a security specialist and four security monitors. In addition, there are two School Resource Officers that support our campus. A newly installed central intercom system combined with video surveillance and strict procedural instructions are utilized to address immediate, specific student and staff safety and health concerns. Procedures for safety maneuvers (tornado, fire, bomb, and lockdown) are clearly defined to staff and students and practiced regularly. Evacuation plans are posted in each room and students and staff have a designated area to which they report. All classrooms and offices have a designated safe space, as identified by the Pembroke Pines Police Department. Teachers and staff serve as monitors to preserve the welfare and safety of all students. In addition, all staff members (6-12) and all students (6-12) wear identification badges and the uniform policy allows for additional easy recognition of all students on our 6-12 campus. The Academic Village Campus has been secured with a perimeter fence allowing controlled access to the campus and all entry gates have been remodeled for increased security.

A school administrator has been assigned to be the Safety Specialist. The Safety Specialist works collaboratively with each school safety designee, as well as the mental health team members to provide informational updates, coordinate and schedule training sessions, and monitor compliance and documentation of all safety measures. The Safety Specialist also collaborates with the local police and fire departments, as well as each school resource officer, to schedule meetings with administration, request school safety assessments and hardening recommendations, as well as to have safety procedures and plans reviewed and revised annually.

All administrators, school counselors, and support staff have been trained and certified in Youth Mental Health First Aid (YMHFA). Teachers are in the process of completing this training on an ongoing basis. The designated school personnel are skilled to understand mental health in adolescents and assist as non-clinicians by providing evidence-based best practice prevention and interventions. All administrators and key support staff attend annual threat assessment training that follows the regulations of the state of Florida and Broward County Public Schools.

The school counseling department, with support from the school resource officers and other campus leaders, implement awareness programs including: anti-bullying, Red Ribbon, Start with Hello, Say Something, and Peace Week across grade levels. Students are provided with resources to be able to share concerns without fear of repercussion. The Gay-Straight Alliance's Safe Zone program provides students a place and forum to discuss any concerns in confidence about diversity and equality. Peer student groups such as Promise Club and FISP Hope are guided and trained by a school counselor/program director to provide a safe and supportive environment for all of our students. In the classroom, teachers have established clear expectations for behavior and peer interaction. These rules and expectations ensure that students are able to voice their ideas through pair, collaborative, and whole-class discussions with the expectation that their opinions will be not only heard, but acknowledged and appreciated.

A designated Equity Liaison has received specialized training from Broward County Public Schools and is expected to lead in the development of equity plans based on school data. Emphasis is placed on professional development, data collection, and analysis to be able to understand the current situation of equity and access in Broward Schools, and then use it to set benchmarks and goals for improvement. Equity liaisons collaborate with school personnel to create an equity plan that is specific to our campus and implemented based on results of the equity survey.

During arrival and dismissal procedures, the school's support staff serve as monitors to ensure all students go to their designated common areas. All gates are monitored by an administrator or security monitor during student arrival and dismissal. Before school, students can congregate in several safe areas, including the cafeteria, courtyard, and other supervised areas. In addition, students who participate in before or after school clubs or sports meet with the sponsor or coach for supervised activities. Transportation is provided to students who participate in athletic teams using Transportation Authority. A state-of-the art lightning detector was installed last school year and is monitored to ensure the safety of our students throughout the school day and the safety of others using our facilities.

The before school program for middle school students offers parents a safe place for children supervised by a certified instructor. Before school staff monitors homework, reading and indoor activities. All children are released to their teacher at the start of school day.

### **School-Wide Behavioral System**

In compliance with Florida Statute 1006.07(2), a school-wide behavioral system is in place to support the learning environment and minimize disruption throughout the school day. PPCS-AVC's behavior system adheres to the School Board of Broward County's Code of Conduct and serves as a guide to assist students, parents, teachers and school administrators. The goal of the Code of Student Conduct is to provide guidelines for a safe and orderly environment for both staff and students, where teachers can instruct and students can

learn. School personnel are trained on interventions and behaviors as it relates to students' academic achievement. The plan includes a discipline matrix that outlines consequences for inappropriate behavior. Parents and students must sign acknowledging that they have read the discipline expectations. In addition, there are select offenses for which PPCS-AVC has modified consequences; these modifications are approved by parent advisory and city commission annually.

### **Guidance, Mentoring and Other Pupil Services**

PPCS-AVC provides support services to meet the physical, social, and emotional needs of our students. An interventionist, as part of our support staff, continues to provide additional academic and emotional support to students in need. School personnel (including teachers, administrators, school counselors, ESE and Rtl specialists, coaches, club sponsors, media specialists, and safety monitors) implement systems to protect student well-being in and out of class. School personnel follow a clearly defined, systematic process to determine the counseling and referral needs of all students. Counselors routinely consult with parents/guardians, teachers, colleagues, and community agencies regarding strategies to help children and families. Individual and small group counseling help students identify problems, possible consequences, and viable alternatives so they can take appropriate actions. Students struggling in any way – emotionally, psychologically, socially, academically – can seek help immediately in the guidance office, be referred by teachers, and/or receive assistance through the Rtl process.

The Multi-Tiered Systems of Support (MTSS) Leadership Team meets as needed to discuss student concerns and provide research-based strategies that address specific academic and/or behavioral issues, develop academic and behavioral plans, and recommend appropriate interventions. Student cases are revisited on an ongoing basis. Each campus also has a Collaborative Problem Solving Team (CPST) that oversees the Multi-Tiered System of Support (MTSS) process and meets routinely to evaluate student performance and provide support for instructional and behavioral interventions. A district-provided school psychologist continuously consults and collaborates with the CPS team to meet students' needs.

The following data sources and data management systems are used to drive decision making at each tier for reading, mathematics, science, writing, and behavior: Florida Standards Assessment in Mathematics and English Language Arts, NGSSS Assessment in Science, iReady, Study Island, curriculum-based measures, formative assessments, End-of-Course assessments, AP examinations, Cambridge examinations, SAT/ACT/PSAT results, Virtual Counselor/BASIS, formal and informal observations, behavior/organization chart, and Data Warehouse.

The members of the team include the Rtl Coordinator/School Psychologist, Assistant Principal, Reading Teacher, Math Teacher, School Counselor, and ESE Facilitator.

The Exceptional Student Education (ESE) department provides students with services to meet their needs based on Individual Education Plans (IEP). Resources are also available to parents in reference to particular learning disabilities, emotional support groups, and strategies to use at home with their child.

A social worker has been added to our Pembroke Pines Charter School staff. She rotates on a schedule at all of our campuses and is an invaluable asset in connecting our students and families with community resources. The social worker maintains a database documenting all students that have been referred for services in mental health, behavior and substance abuse. The Social worker shares this database information with the members of the student support team to ensure continuous support for students in need.

PPCS-AVC's school counseling department engages in articulation meetings with incoming eighth graders. The student government association sponsors and organizes a field trip to the high school for eighth graders wherein the prospective students receive an in-depth presentation of academic and extra-curricular life on

campus as well as a full guided tour. The leadership team at the middle school organizes and coordinates summer orientation days, campus tours, and individual conferences with prospective parents and students of all grade levels. Throughout the year, counselors offer parent night meetings, curriculum night meetings, and/or large and small group academic counseling sessions during the school day.

The school plans a yearly in-state college tour for juniors affording students an opportunity to experience campus life and engage in a question and answer sessions with admissions' representatives. Our BRACE advisor guides and supports students with college admissions, applications, letters, and the like. PPCHS is visited by representatives from various colleges and universities from across the country. Sessions are promoted by our BRACE advisor and guidance office via blast e-mails and announcements.

In addition, the school supports college and career readiness skills by offering an array of college level courses: Advanced Placement, Cambridge AICE, and Broward College Dual Enrollment. The vast majority of high school students at PPCS-AVC enroll in at least one if not multiple higher level courses throughout their academic careers. In fact, students begin preparation for these college courses at the middle school level by taking Cambridge Secondary 1 courses in English and science. At the middle school level, teachers continuously expose students to college and career paths via the homeroom mentoring program. The leadership team evaluates annually the course offerings and programs as well as analyzes student data to make decisions regarding changes or additions to the course curriculum.

In the area of career and technical education, the school offers programs to students including industry certification. Students may opt to participate in a dual enrollment certification program with Sheridan Technical College in pursuit of industry certificate for high skill, high wage fields including, air conditioning repair, automotive mechanic or body specialist, barbering, and child care. Likewise, students who enroll and successfully pass courses in computer programming and gaming design receive industry certification for their work and achievement.

### **Family and Community Involvement**

In alignment with the system's belief that collaboration among stakeholders is paramount in meeting the needs of all students, parents and guardians volunteer a minimum of 30 service hours annually. This commitment actively and continually engages parents in the academic experiences of their children. Beyond the service hour requirement, parents are encouraged to participate in a variety of workshops and seminars. PPCS-AV fosters open and positive lines of communication via the school and teacher websites, global emails, newsletters, and Jupiter Grades. These modes of communication continually keep parents abreast of their child's progress. The latest School Accountability Report can be found on the Florida DOE website.

PPCS-AVC is continuing its effort with the Support Our Schools campaign, which has increased partnerships within the community and provided additional funding. The Parent-Teacher-Student Association takes an active role in obtaining supplemental funding for school functions through membership drives, fundraising activities, and grant opportunities in an effort to improve student achievement and strengthen community relationships. In addition, the Advisory Board provides guidance and recommendations for funding sources that would help sustain a positive learning environment. There are a variety of student clubs and organizations that engage in service projects that support local, regional and national programs.

Numerous student-led organizations actively participate within the community by supporting various causes, including the American Cancer Society, Honor Flight, Best Buddies, the American Red Cross, and others.

## Effective Leadership

PPCS – AVC Leadership Team	
Peter Bayer	Principal
Alma Llanos	Assistant Principal
Robin Battle	Assistant Principal
Helen Yanez	Assistant Principal
Jennifer Diaz	Assistant Principal
Shannon Torres	Curriculum Specialist & AP/Cambridge Coordinator
Steven Bruns	Behavior Specialist
Melissa Sabatier	Behavior Specialist
Dana Ostendorf	ESE Specialist
Cindhia Velez	ESE Support/Behavior Specialist
Pearl Moses	Direct of Student Services/Assessment Coordinator
Jennilee Abolafia	Student Counseling/MTSS Specialist
Carrie Hyacinth	Social Studies Department Chair
Miriam Hernandez-Davis	Science Department Chair
Sharon Ferrer	Foreign Language Department Chair
Marianne Guzman	Math Department Chair
Nancy Altimore	English Department Chair
Faren Fagen	Electives Department Chair
Deborah Carvajal	8 <sup>th</sup> Grade Team Lead
Diana Belviso	7 <sup>th</sup> Grade Team Lead
Carly Mautner	6 <sup>th</sup> Grade Team Lead

## Roles and Responsibilities

The PPCS-AVC leadership team provides direction, instruction and guidance to teachers and staff by understanding team members' strengths, weaknesses and motivations. The team meets regularly to develop a strategy the team will use to reach goals, provide any professional development that team members need, communicate clear instructions to team members, listen to team members' feedback, monitor team members' participation to ensure the professional development provided is being implemented, and also to assess further needs. The leadership group spends time working on issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

### **Identifying and Aligning Resources**

The PPCS - AVC leadership team meets regularly to disaggregate, analyze, and disseminate student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs. Through this continuous improvement process, leadership identified the need for a system liaison that aligns and implements processes, procedures, and curricular resources. The leadership team dedicates time to address issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement. A focus on system alignment is addressed through ongoing cross-campus leadership team meetings. To effectively address student needs, members of the PPCS – AVC leadership team monitors students' progress in Rtl as directed by the Multi-Tiered System of Support (MTSS). The leadership team encourages the sharing of best practices, including teacher observations of colleagues.

The Office of Innovative Learning serves as a liaison between the city's Informational Technology Department and the school leadership. As a part of the leadership team, they facilitate the alignment of new and ongoing initiatives. They are also responsible for the day-to-day operations of the Learning Management System and will support the effective implementation of systemic programs and initiatives. They work closely with school personnel to ensure successful application and management of digital programs and is responsible for the onboarding and offboarding processing of students and employees in the various technical systems in use, administer, monitor, and maintain the Canvas Learning Management System (LMS), responsible for the technical operations and system administration of the LMS application including, but not limited to, system configuration, eCourse deployment, user enrollment, performance management, and resolution of technical issues ensuring the system is properly configured and supported at all times. They work closely with the teachers and learners across the school to ensure our learning systems are leveraged for success.

Department heads submit annual budget requests for supplemental materials and ancillary supplies. School administrators oversee the budgets for each campus and work in collaboration with the book keeper and the city administrators for final approval of all purchases. The PPCS-AVC leadership team provides direction, instruction, and guidance to teachers and staff by understanding team members' strengths, weaknesses and motivations. The team meets regularly to develop a strategy the team will use to reach goals, provide any professional development that team members need, communicate clear instructions to team members, listen to team members' feedback, monitor team members' participation to ensure the professional development provided is being implemented, and also to assess further needs. The leadership group spends time working on issues of long-term importance, including common policies, common direction, and organizational development and improvement initiatives that will lead to school improvement and student academic achievement.

Literacy Leadership Team (LLT)

Helen Yanez	Assistant Principal
Jennifer Diaz	Assistant Principal
Shannon Torres	Curriculum Specialist & AP/Cambridge Coordinator
Jennilee Abolafia	Student Counseling/MTSS Specialist
Dana Ostendorf	ESE Specialist
Carrie Hyacinth	Social Studies Department Chair
Miriam Hernandez-Davis	Science Department Chair
Marianne Guzman	Math Department Chair
Nancy Altimore	English Department Chair
Doina Lutchi	Reading Teacher
Jennifer Carson	Language Arts Team Lead
Lisa Coolidge	Mathematics Team Lead
Gustavo Gil	Social Studies Team Lead
Pedro Curiel	Science Team Lead
Priscila Chaca	Media Specialist

### Literacy Implementation Process

PPCS-AVC Literacy Leadership Team (LLT) regularly analyzes student data from multiple sources to identify academic student goals, align professional development needs to target specific objectives, and assess further needs in the area of literacy.

The team organizes and implements school-wide literacy initiatives that promote lifelong literacy skills, including the annual book fair, Books on Wheels, i-Ready, and Study Island. In addition, the after school Book Club allow students to gather and share their love of reading, meeting regularly for lunch time book discussions. In addition, the members of the team lead parent workshops that provide tools for parents to help their children be successful.

Support and direction is provided to teachers through on-site Professional Learning Communities, and additional resources, as needed. The leadership group dedicates time to address issues of literacy that have a long-term impact on student learning.

PPCS-AVC LLT supports student learning by examining professional practices and learning progression charts to ensure mastery towards meeting the grade level expectations outlined in the Pupil Progression Plan. LLT provide teachers with research-based strategies and resources to assist all students in the multi-tiered

systems, which includes the Exceptional Student Education and English Language Learners in acquiring academic skills to ensure educational learning gains.

The LLT ensures successful implementation of school-wide literacy goals to increase students' achievement:

1. Student-centered activities and numerous opportunities are given for collaboration, application of critical thinking skills, and participation in meaningful discussions.
2. Technology programs, including, but not limited to, Study Island, iLit, and i-Ready are used as supplemental resources to remediate and enrich students.

## **Public and Collaborative Teaching**

### **Encouraging a Positive Working Environment**

Teachers participate in research-based professional development designed to improve teacher performance and increase student achievement. All teachers have the opportunity to participate in local, state, and national conferences, as well as online webinars that are aligned to the needs of the students. Additionally, all staff, including administration, is part of a year-long Professional Learning Community (PLC) focused on the rigor and demands of the Florida Standards, NGSSS, and SAT. These PLCs meet regularly to delve into high-probability strategies, unpack the standards, discuss project-based learning activities, develop common assessments, identify and incorporate rigorous text, and share best practices. Throughout the school year, progress monitoring data drives the focus of the PLC with the same end goal: increase student performance.

PPCS-AVS schedules common planning times and professional learning communities during Charter Study Days and/or Early Release Days to provide teachers with the opportunity to engage in productive instructional planning. In addition, monthly department meetings and monthly faculty council meetings allow time for teachers to receive important information. Through common weekly instructional planning time that fosters collaboration and strengthens alignment across the grade levels, teachers enhance their instructional practices. Curriculum specialists work together developing system-wide policies and procedures to create an atmosphere that fosters and nurtures growth. The new teacher program for the system supports new educators through mentoring and continuous observation.

At the City of Pembroke Pines Charter School – Academic Village Campus, the safety, security, acceptance, and success of all students are first and foremost. Through transparency of student data, PPCS - AVC identifies its areas of improvement in this plan and develops deliberate practice through a rigorous curriculum to ensure all students are prepared to succeed in a global society.

### **Recruiting, Developing and Retaining Highly Qualified Teachers**

PPCS-AVC has established policies, processes, and procedures to address the hiring of professional and effective teachers. A selection process involves identifying qualified applicants, conducting interviews according to established procedures, and basing hiring decision on a matrix, job knowledge, and team's recommendation. A mentoring support system, incentive programs, and leadership development trainings are in place to retain a high-quality and diverse teaching staff.

PPCS-AVC teachers participate in annual professional development that is aligned with the Florida Standards. Surveys are conducted regarding teacher interests and needs to aid in decision-making for future professional development. Teachers drive their own learning by working in professional learning communities (PLCs) yearlong which are monitored via the inservice facilitator and professional development administrator in

collaboration with other designated leadership team members. In addition, teachers set goals for growth via iObservation by completing a self-assessment and selecting target goals for the year to improve their craft.

### **Teacher Mentoring Program**

Newly hired teachers participate in the induction program at PPCS-AVC throughout the school year, as well as having the opportunity to participate in Broward County's New Teacher Academy. A school site mentor is assigned to a novice teacher to support and develop instructional strategies to meet the needs of all students. The mentor assists by coaching, providing instructional feedback, and modeling lessons. Mentor and mentee pairings are done after careful analysis of the needs of the mentee and the strengths of the mentor, focusing on subject-area expertise. Continuous monitoring provides the mentor and mentee opportunities for feedback.

### **Ambitious Instruction and Learning**

#### **Instructional Programs and Strategies**

##### **Alignment to Florida standards**

The school adopts state approved textbooks and supplemental resources in all content areas that are aligned with the Florida Standards and/or the Next Generation Sunshine State Standards. At times, textbooks and/or resources are purchased outside the adoption window when the school deems it necessary. For example, if the school is incorporating a new, rigorous program or course offering (i.e. Cambridge curriculum, AICE Diploma, AP, etc.), any and all textbooks and/or resources are thoroughly reviewed for alignment with 21<sup>st</sup> century and college and career readiness skills to ensure preparedness for post-graduation endeavors. Supplemental materials are reviewed by the Leadership Team and input from the department chairs and subject area leaders is used prior to purchasing new items. In addition, teachers participate in PLCs and staff development training to further align curriculum, assessment, and instructional practices that correlate with the Florida Standards.

### **Data Analysis for Differentiated Instruction**

PPCS-AVC uses data from multiple sources to identify needs and implement high-probability instructional strategies, including differentiated instruction and researched based instructional programs that focus on students' unique needs. Educational activities and lessons are tailored to the instructional level of each group. Teachers differentiate instruction through flexible grouping, ongoing assessment, and students' interests.


Utilizing Florida's Continuous Improvement Model (FCIM), teachers implement the steps in the Plan-Do-Check-Act cycle to focus instruction based on disaggregation of data. Highly qualified teachers trained on Marzano's High Probability strategies continuously meet to review data, reflect on current practices, and adjust instruction accordingly. Students needing additional support are monitored through the RtI process. The RtI process ensures students receive targeted instructional support to address any academic deficiencies. The BASIS 3.0 data management system is used to monitor students regularly throughout the school year.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**B** = Barrier

 **G** = Goal

**S** = Strategy

## Strategic Goals Summary

### **G1. English Language Arts –**

6<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 81% to 84%.

7<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 88% to 91%.

8<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 87% to 90%.

9<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 86% to 89%.

10<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 79% to 82%.

### **G2. Mathematics –**

6<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 89% to 92%.

7<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 88% to 91%.

8<sup>th</sup> grade - By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 89% to 92%.

**G3. Science** – By June 2020, the percentage of students in grade 8 scoring at level 3 or above on the Florida Standards Science Assessment will increase from 65% to 68%.

**G4. Civics** – By June 2020, the percentage of students in scoring at level 3 or above on the Civics End-of-Course assessment will increase from 93% to 96%.

**G5. Algebra I** – By June 2020, the percentage of students in Algebra I scoring at level 3 or above on the Algebra End-of-Course assessment will increase from 84% to 87%.

**G6. Geometry** – By June 2020, the percentage of students in Geometry scoring at Level 3 or above on the Geometry End-of-Course assessment will increase from 77% to 80%.

**G7. US History** - By June 2020, the percentage of students scoring at level 3 or above on the US History End-of-Course Assessment will increase from 74% to 77%.

**G8. Biology** - By June 2020, the percentage of students scoring at level 3 or above on the Biology End-of-Course Assessment will increase from 88% to 91%.

**G9.** – By June 2020, 100% of support staff will be implementing the MTSS process in order to identify all learners' strengths and weaknesses.

**G10.** – By June 2020, push-in services to support students with disabilities in the general education setting will be provided to identified students on a weekly basis.

**G11.** - By June 2020, the percentage of students demonstrating learning gains on the FSA in Reading in grades 6-12 will increase from 62.9% to 65%.

Action Steps and Rationale		
<b>ELA</b>  <u>6<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 81% to 84%. <u>7<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 88% to 91%. <u>8<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 87% to 90%. <u>9<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 86% to 89%. <u>10<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the English Language Arts Florida Standards Assessments will increase from 79% to 82%.	1. Professional Learning Communities  2. Data Analysis and Evaluation  3. Response to Intervention/MTSS  4. Professional Development  5. Common Planning and Alignment  6. Progress Monitoring	1. Teachers collaborate in a cooperative learning environment to discuss research-based strategies designed to improve student learning  2. Leadership team, support staff, and teachers meet to disaggregate, analyze, and interpret data to determine student needs  3. Identify students needing additional instructional and/or behavioral support. Provide appropriate research-based intervention  4. Teachers improve instructional strategies through local, state, and online professional development aligned to students needs  5. Teachers collaborate among grade level and subject areas to provide consistency of instruction and assessment  6. Collect and analyze data to determine students' proficiency of grade level standards

<p><b>Math</b></p> <p><u>6<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 89% to 92%.</p> <p><u>7<sup>th</sup> grade</u> – By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 88% to 91%.</p> <p><u>8<sup>th</sup> grade</u> - By June 2020, the percentage of students scoring at level 3 or above in the Mathematics Florida Standards Assessment will increase from 89% to 92%</p> <p><b>Algebra I</b> – By June 2020, the percentage of students in Algebra I scoring at level 3 or above on the Algebra End-of-Course assessment will increase from 84% to 87%.</p> <p><b>Geometry</b> - By June 2020, the percentage of students in Geometry scoring at Level 3 or above on the Geometry End-of-Course assessment will increase from 77% to 80%.</p>	<p>7. Technology Intervention Support Programs</p> <p>8. Remedial Tutorial Sessions</p>	<p>7. Technology programs provide additional support for students at their instructional level in reading, math, and science</p> <p>8. Standards-based curriculum designed to remediate gaps in student achievement</p>
<p><b>US History</b> - By June 2020, the percentage of students scoring at level 3 or above on the US History End-of-Course Assessment will increase from 74% to 77%.</p>		
<p><b>Civics</b> – By June 2020, the percentage of students in scoring at level 3 or above on the Civics End-of-Course assessment will increase from 93% to 96%.</p>		
<p><b>Science</b> – By June 2020, the percentage of students in grade 8 scoring at level 3 or above on the Florida Standards Science Assessment will increase from 65% to 68%.</p>		
<p><b>Biology</b> - By June 2020, the percentage of students scoring at level 3 or above on the Biology End-of-Course Assessment will increase from 88% to 91%.</p>		

<p>By June 2020, 100% of support staff will be implementing the MTSS process in order to identify all learners' strengths and weaknesses.</p> <p>By June 2020, push-in services to support students with disabilities in the general education setting will be provided to identified students on a weekly basis.</p> <p>By June 2020, the percentage of students demonstrating learning gains on the FSA in Reading in grades 6-12 will increase from 62.9% to 65%</p>		
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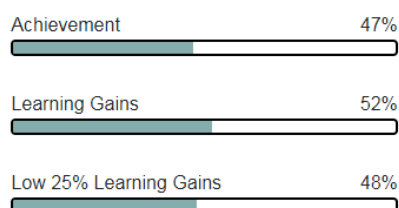
### Monitoring the Effectiveness of the Action Steps

- Classroom walk-through data will be utilized to observe instructional practices to assess the effectiveness of professional learning community meetings.
- Data results from benchmark assessments, progress monitoring, common formative assessments, and Rtl intervention programs will be analyzed to determine if students are demonstrating growth toward mastery of content.
- The Collaborative Problem Solving Team will meet with teachers and discuss the most effective methods and programs tailored to student needs. The team will meet regularly and participate in professional development to further knowledge and ability to apply the MTSS process.

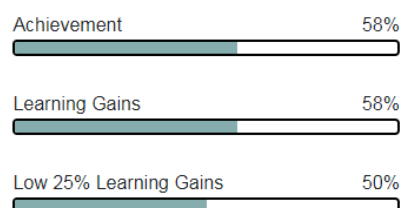
## 2018-2019 Subgroup Achievement Data

### Students with Disabilities

#### English Language Arts



#### Mathematics



#### Social Studies

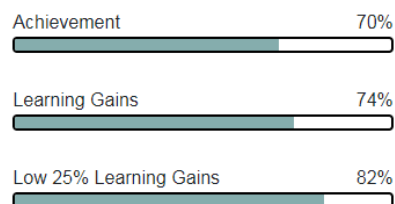


#### Science

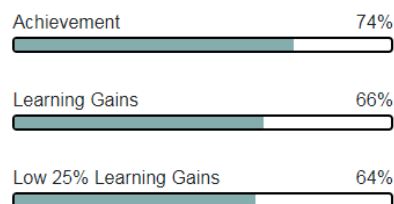


### English Language Learners

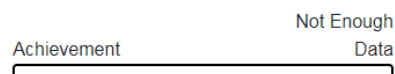
#### English Language Arts



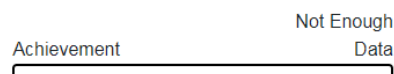
#### Mathematics



#### Social Studies

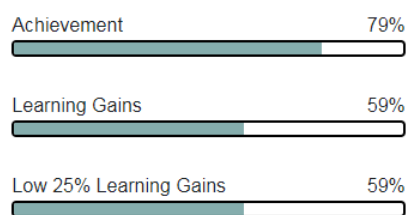


#### Science

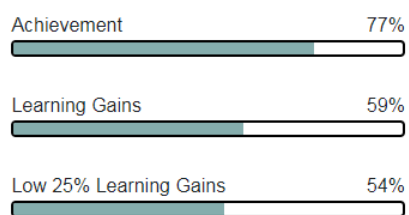


### Economically Disadvantaged

#### English Language Arts



#### Mathematics



#### Social Studies

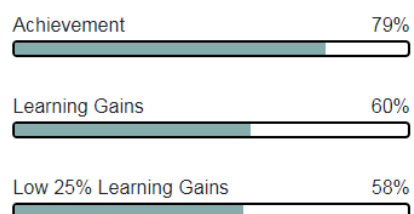


#### Science

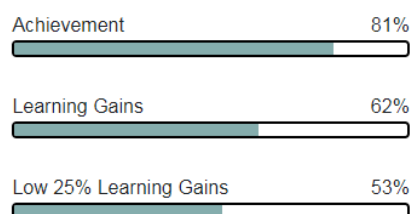


### Gender: Male

#### English Language Arts



#### Mathematics



#### Social Studies

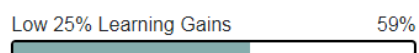


#### Science

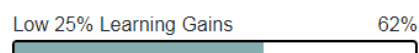


### Gender: Female

#### English Language Arts



#### Mathematics



#### Social Studies

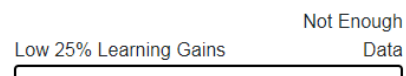


#### Science

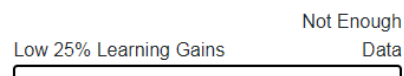


### Ethnicity: Asian

#### English Language Arts



#### Mathematics



#### Social Studies

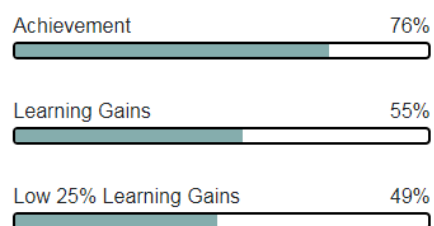


#### Science

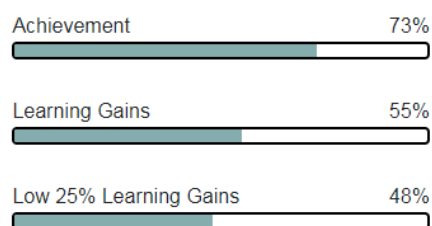


### **Ethnicity: African American**

#### **English Language Arts**



#### **Mathematics**



#### **Social Studies**

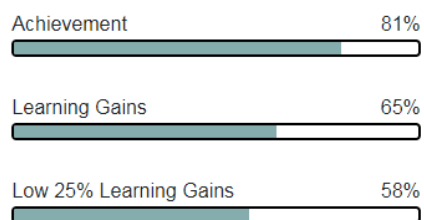


#### **Science**

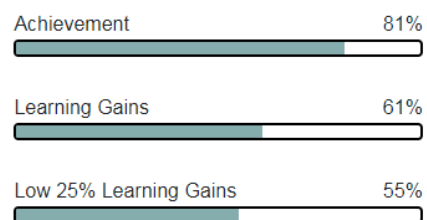


### **Ethnicity: African American**

#### **English Language Arts**



#### **Mathematics**



#### **Social Studies**



#### **Science**



### **Ethnicity: Multi-Racial**

#### English Language Arts

Achievement 85%

Learning Gains 71%

Low 25% Learning Gains Not Enough Data

#### Mathematics

Achievement 88%

Learning Gains 75%

Low 25% Learning Gains Not Enough Data

#### Social Studies

Achievement Not Enough Data

#### Science

Achievement 93%

### Ethnicity: White

#### English Language Arts

Achievement 89%

Learning Gains 62%

Low 25% Learning Gains 74%

#### Mathematics

Achievement 89%

Learning Gains 66%

Low 25% Learning Gains 68%

#### Social Studies

Achievement 88%

#### Science

Achievement 93%