

2013-2014 SCHOOL IMPROVEMENT PLAN

Mavericks High Of North Miami Dade County
16150 NE 17TH AVE
North Miami Beach, FL 33162
786-629-7053

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

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

Mavericks High Of North Miami Dade County

Principal

Alejandro Madrigal

School Advisory Council chair

Falak Khan

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

Name

Title

Christopher Adkins

Assistance 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

Madrigal, Alejandro: Principal
 Adkins, Christopher: Asst. Principal
 Dewana, McDuffie: Reading Teacher
 Khan, Falak: EESAC Chair/Science Dept. Head
 MarieClaire Johnson: Reading Coach
 Angeles Sanchez: Math Dept. Head
 Mark Shenker: Parent
 Diana Litvak: Parent
 Alberto Quirantes: Governing Board Chair

Involvement of the SAC in the development of the SIP

The individuals who are part of the SAC team are the same individuals involved in writing the school improvement plan. The only exceptions are the parents and members of the neighboring business community that would have input prior to final submission.

Activities of the SAC for the upcoming school year

The SAC team will work together for this 2013-2014 school year to:
 Insure that the SIP plan is followed with fidelity and that all goals are met.
 Prior to the conclusion of the 2012-2013 school year members of SAC participated in a SIP training and will also be involved with various facets of the SIP.

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

Through the state of Florida Mavericks High of North Miami received five dollars per student which equals to roughly about \$2,500 in this fund. Of this \$2,500, \$1,000 is allocated towards "parent-link" information system that informs parents of school happenings.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alejandro Madrigal

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Bachelors in Health and Physical Education K-12
 Masters in Educational Leadership

Performance Record

2003-2011 Barbara Goleman High School
 School Grades C,C,D,C The most recent school grade is still pending
 AYP N, Y, N, N, N
 High Standards Rdg. 47,43,37,32,34,
 High Standards Math 78,75,67,60,62
 Learning Gains-Rdg. 52,57,53,45,5
 2011-Present Mavericks High School North Miami
 Alternative Assessment -

Christopher Adkins

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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Credentials	Bachelors in History Masters in Educational Leadership
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Performance Record	2009-2012 Alanzo & Tracy Morning Senior High Biscayne Bay Campus School Grade: NG, B, C, A 2013 – Pending Rdg. Proficiency, 54% Math Proficiency, 62% Rdg. Lrg. Gains, 64points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% Math Imp. of Lowest 25%
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Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Claire Johnson

Full-time / District-based	Years as Coach: 3	Years at Current School: 3
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Areas	Reading/Literacy
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Credentials	Reading K-12 ESE K-12
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Performance Record	Hollywood Hills Academy School Grade: A
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Classroom Teachers

of classroom teachers

17

receiving effective rating or higher

0%

Highly Qualified Teachers

88%

certified in-field

17, 100%

ESOL endorsed

2, 12%

reading endorsed

2, 12%

with advanced degrees

5, 29%

National Board Certified

0, 0%

first-year teachers

1, 6%

with 1-5 years of experience

6, 35%

with 6-14 years of experience

9, 53%

with 15 or more years of experience

1, 6%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

0, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Mavericks North is a branch located in North Miami Beach as part of the Mavericks Charter High Schools.

Mavericks Charter High School:

Recruit: at job fairs and job search engines like "teacher-teacher.com"

Retain highly qualified, certified in-field, effective teachers: by providing competitive salaries and opportunities for growth within the schools.

Person(s) responsible: Support staff and in-school administrative team

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 pair new teachers with highly-qualified Maverick's veteran teachers. We do this to insure that our new teachers receive the best form of guidance, direction, and instruction from teachers who meet or surpass expectations. We determine this by selecting mentor teachers that perform well on observations and yearly evaluation.

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

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

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

The MTSS/RI leadership team review the students that have been referred by the collaborative problem solving team during the school year. The group determines trends and data for those students and reviews intervention programs in place to determine their effectiveness. As a result of this analysis, information gathered will be used to develop the goals and objective for the current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives

Individuals involved:

Principal
Assistant Principal
Academic Advisor
Family Coordinator
ESOL teacher
ESE Specialist
Reading Coach

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

The RTI leadership team reviews the students that have been referred by the Collaborative Problem Solving Team during the school year. The group determines trends and data for these students and reviews intervention programs in place to determine their effectiveness. As a result of this analysis, information gathered will be used to develop the goals and objectives for the current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives.

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

The leadership team will focus meetings on one question: How do we develop and maintain a problem solving system to motivate the teachers and students to pursue, achieve and maintain student achievement?

The school-based MTSS/RTI Leadership Team functions as a Professional Learning Community and steering committee. The lead directs and guides school policy by meeting biweekly to discuss ways of implementing policy throughout the school curriculum, taking into account student needs and interdisciplinary considerations. The MTSS/RTI Leadership team will review universal screening data and link to instructional decisions; review progress monitoring data at grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risks or at high for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate

implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The data management system for RTI will be the Mainframe system utilized by Miami Dade County Schools. In addition Mavericks High will be incorporating a criterion referenced online diagnostic assessment in both Math and Reading.

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

- The MTSS/RTI will convene to discuss best practices and evaluate the effectiveness of initiatives
- The MTSS/RTI will assist in aligning policies and procedures
- The MTSS/RTI will incorporate FCIM to ensure that problem solving aligns with positive learning gains

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 160

We maintain an open door policy that allows students the flexibility to come to extra sessions daily. During said times students participate in ACT Prep, FCAT Reading Prep., and EOC Prep.

Strategy Purpose(s)

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

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

Data is collected by testing chairperson through Pearson and FLDOE, and based on areas of weakness on Benchmarks students are assigned for the extra sessions. We look at passing rates and learning gains to determine effectiveness of program.

Who is responsible for monitoring implementation of this strategy?

Reading Coach
Language Arts Chairperson
Math Chairperson
Science Chairperson
Social Studies Chairperson

Literacy Leadership Team (LLT)

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

Name	Title
Claire Johnson	Reading Coach
Falak Khan	Science Teacher
Angeles Sanchez	Math Teacher
Yarden Dixon	Social Science Teacher
Alejandro Madrigal	Principal
Christopher Adkins	Assistant Principal
Dewana Mcduffie	Reading Teacher

How the school-based LLT functions

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (DORA/DOMA)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

Major initiatives of the LLT

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

- The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- The Leadership Team will provide levels of support and interventions to students based on data from the Online Assessment.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Each teacher will utilize reading strategies by developing the use of the Frayer Model to increase vocabulary skills within each class. Each teacher will incorporate CRISS Strategies, Blooms Taxonomy, and Differentiated Instruction.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students who enroll in Mavericks High North Miami will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment, enlist in the military or enroll in a two or four year college.

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

Career development is required of each student enrolled. Content - coursework is designed to prepare students to meet the Next Generation of Florida Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skill development, social emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans. Also students will be introduced and trained in the use of FACTS.ORG and the workings of FDIC. Through Course required by Mavericks High Schools.

Strategies for improving student readiness for the public postsecondary level

Mavericks High of North Miami will have graduates completing a college prep curriculum. We will encourage students to take Honors or Advanced courses by encouraging more to become eligible for Bright Futures. Students will also take ACT, SAT, or PSAT Exams.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	23%	7%	No	31%
American Indian				
Asian				
Black/African American	22%	8%	No	30%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	20%	0%	No	28%

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>	21%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	11%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	8%
Students in lowest 25% making learning gains (FCAT 2.0)		<i>[data excluded for privacy reasons]</i>	8%

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)	[data excluded for privacy reasons]		37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%

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.	13	22%	25%

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	28	30%	37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

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	27%	0%	No	34%
American Indian				
Asian				
Black/African American	20%	0%	No	28%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	28%	0%	No	35%

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>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		<i>[data excluded for privacy reasons]</i>	8%
Students in lowest 25% making learning gains (EOC)		<i>[data excluded for privacy reasons]</i>	8%

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>	0%

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		9%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

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

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

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

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

High Schools

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

Area 6: Career and Technical Education (CTE)

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

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	375	56%	55%
Students in ninth grade with one or more absences within the first 20 days	9	64%	48%
Students in ninth grade who fail two or more courses in any subject	23	51%	50%
Students with grade point average less than 2.0	244	58%	57%
Students who fail to progress on-time to tenth grade	1	2%	1%
Students who receive two or more behavior referrals	20	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	69	10%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	183	25%	23%
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)	53	21%	23%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	26	18%	20%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	33	15%	17%

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

At Mavericks of North Miami we would like to see a ten percent increase in parental who participate in school-based activities and programs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent-school relations	25	8%	10%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

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

- G1.** 2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.
- G2.** 2013 FCAT Writes, 30 % of students earned a passing score; our target for 2014 is to increase from 30% to 37%
- G3.** 2013 Mathematics AMO, <5% of students met AYP; our 2014 target is to increase our passing rate to 34%.
- G4.** 2013 Algebra EOC exam, 8% of students scored at level 3; our target for 2014 Algebra EOC is to increase from 8% to 14%. For level 4 and 5, 0% of students met their target; our 2014 target is to increase from 0% to 3%.
- G5.** 2013 Geometry EOC results, 3% of students scored at level 3; our target for 2014 level 3 is to increase from 3% to 9%. Students scoring at level 4 and 5 for 2013 was 0%, our target for 2014 is to increase from 0% to 3%.
- G6.** 2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.
- G7.** Increase the number of STEM related courses by 3
- G8.** Increasing learning opportunities for students using CTE curriculum: in order to increase enrollment, accelerated course performance, and students enrolling and passing the CTE exam
- G9.** The 2013 U.S History Baseline Assessment data indicates that the learning gains were below 51%. The 2014 target goals will demonstrate a 15% increase.
- G10.** Our 2014 EWS target goals are: to decrease absences from 56% to 55%; decrease behavior referrals from 4% to 3%; and suspensions from 10% to 9%.
- G11.** 2014 target goal is to increase parental participation in school activities by 10%.

Goals Detail

G1. 2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.

Targets Supported

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

Resources Available to Support the Goal

- Teachers Administration Professional development Testing data Instructional support resources Online resources Textbooks monies allocated for reading program instruction/development school partnerships Jamestown Reader

Targeted Barriers to Achieving the Goal

- Under post-secondary readiness: student tested for the ACT, 90 students tested ...
- FCAT 2.0 Level 3, barriers student encounter are: consistency and repetition
- FCAT 2.0 Level 4 and 5, barriers students encounter are: prioritizing and consistency
- In order to increase CELLA listening/speaking from 30% to 37%, increase Reading from 0% to 10%, and Writing from 11% to 20%; students must overcome barriers like insufficient exposure time to the English language.
- 2013 Reading AMO, 7% of students met AYP our target goal for 2014 is increase from 7% to 31%.
- 2014 target goal is to increase our learning gains by 8%; the barriers student's face are comprehension, vocabulary, literary fluency.

Plan to Monitor Progress Toward the Goal

1. Submission of lesson plans 2. Data chats between Reading Coach and Administration 3. Analysis of testing data 4. Formal and informal observations 5. School Improvement Plan

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule:

1. Ongoing 2. After release of test scores

Evidence of Completion:

1. Copies of lesson plans 2. Documentation of data chats 3. SIP 4. Documentation of observations

G2. 2013 FCAT Writes, 30 % of students earned a passing score; our target for 2014 is to increase from 30% to 37%

Targets Supported

- Writing

Resources Available to Support the Goal

- Administration Teachers Online resources Assessments Professional developments Online resources

Targeted Barriers to Achieving the Goal

- 2013 FCATS Writes 30% of students received a passing score. Students encounter barriers as a result of insufficient writing activities within the APEX curriculum

Plan to Monitor Progress Toward the Goal

1. Data chats between Administration and Reading Coach 2. SIP 3. Analysis of FCAT Writes data

Person or Persons Responsible

Administration

Target Dates or Schedule:

After release of FCAT Writes results

Evidence of Completion:

1. Evidence of data chats 2. SIP 3. Documentation of analysis

G3. 2013 Mathematics AMO, <5% of students met AYP; our 2014 target is to increase our passing rate to 34%.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Administration Teachers Textbooks Study guides Online resources Practice tests

Targeted Barriers to Achieving the Goal

- 2014 target is to increase our learning gains by 8%; the barriers students encounter are application
- In order to meet AYP, students must overcome barriers like algebraic thinking, measurement, vocabulary, and data analysis

Plan to Monitor Progress Toward the Goal

1. Formal and informal observations 2. School improvement plan 3. Data chats between leadership team and testing chair

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Upon release of test scores

Evidence of Completion:

1. School improvement plan 2. Copies of lesson plan 3. Record of data chats

G4. 2013 Algebra EOC exam, 8% of students scored at level 3; our target for 2014 Algebra EOC is to increase from 8% to 14%. For level 4 and 5, 0% of students met their target; our 2014 target is to increase from 0% to 3%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Administration Teachers Online resources Professional developments Curricular materials

Targeted Barriers to Achieving the Goal

- To increase level 3 from 8% to 14% the barrier students encounter are algebraic thinking and data analysis
- In order for level 4 and 5 to increase from 0% to 3% students must do additional enrichment activities.

Plan to Monitor Progress Toward the Goal

1. Review the School Improvement Plan 2. Review of goal attainment strategies set in the beginning of the school year 3. Meetings with Testing Chair to insure fidelity 4. Positive if we met target; negative if we do not and need to reevaluate

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

1. Data chat evidence 2. Evidence of analysis reports 3. School improvement plan

G5. 2013 Geometry EOC results, 3% of students scored at level 3; our target for 2014 level 3 is to increase from 3% to 9%. Students scoring at level 4 and 5 for 2013 was 0%, our target for 2014 is to increase from 0% to 3%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Administration Teachers Curricular resources Online resources School partnership

Targeted Barriers to Achieving the Goal

- Level 3 Geometry EOC difficulties that students incur involve spatial sense and application
- None of our students scored at level 4 or 5, our target is to increase from 0% to 3% by providing enrichment activities

Plan to Monitor Progress Toward the Goal

1. Data chat with testing chair 2. Review of strategic plan for tackling Geometry EOC barriers 3. Review of SIP 4. Administration will conduct formal and informal observation of math teachers 6. If results positive, continue with strategy 7. If results questionable or poor, work with mathematics department to outline a new approach to find solutions

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

1. Record of data chats 2. Review of SIP 3. Documentation or discussion of observations 4. Record or copy of teacher lesson plans 5. Data chat or documentation of strategies

G6. 2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Administration Teachers Textbooks APEX Curriculum Lab supplies Science projects Science Fair FairChild Gardens Professional developments Partnerships

Targeted Barriers to Achieving the Goal

- 2013 Biology EOC, 6% of students scored at level 3 in order to increase achievement to 13% for 2014 - the barriers students must overcome are content comprehension.
- For the 2014 Biology EOC we aim to target levels 4-5 to move from 0% - 3% by providing enrichment activities/projects to enhance comprehension skills that surpass level 3.

Plan to Monitor Progress Toward the Goal

1. Review of School Improvement Plan 2. Review of goal attainment strategies set in the beginning of school year and any strategic adjustments made during the school year. 3. Meetings with Testing Chair to insure fidelity 4. Positive if we meet target; negative if we did not and need to reevaluate strategies

Person or Persons Responsible

1. Principal and Assistant Principal 2. Testing Chair

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Recorded documents of observations and meetings

G7. Increase the number of STEM related courses by 3

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Administration Teachers Lab equipment Online resources Stakeholders Textbook

Targeted Barriers to Achieving the Goal

- Available resources at the school in order to facilitate STEM courses Interested participants in the STEM program

Plan to Monitor Progress Toward the Goal

1. Data will be collected from student assessments to determine if progress is being made 2. Data will be collected from student surveys about STEM courses 3. Data chat between Administration and STEM instructors

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

1. SIP 2. Data chats 3. Evidence of course completion

G8. Increasing learning opportunities for students using CTE curriculum: in order to increase enrollment, accelerated course performance, and students enrolling and passing the CTE exam

Targets Supported

- CTE

Resources Available to Support the Goal

- Administration Teachers Parents Mentoring program Stakeholders Community relationship

Targeted Barriers to Achieving the Goal

- CTE certified instructors CTE certified courses

Plan to Monitor Progress Toward the Goal

Teachers gaining knowledge and obtaining CTE industry certification Teacher attending professional developments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Report of teachers attending CTE courses Lesson plans Observations SIP

G9. The 2013 U.S History Baseline Assessment data indicates that the learning gains were below 51%. The 2014 target goals will demonstrate a 15% increase.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Administration Teachers Textbooks Online resources Professional Developments Cooperative learning Interactive media

Targeted Barriers to Achieving the Goal

- In order to create gains students must overcome barriers like comprehension and establishing a correlation between the present and past.

Plan to Monitor Progress Toward the Goal

1. Data chats between Testing Chair and Leadership team
2. SIP

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Once to twice a year depending on need

Evidence of Completion:

1. Observations
2. SIP
3. Data chats

G10. Our 2014 EWS target goals are: to decrease absences from 56% to 55%; decrease behavior referrals from 4% to 3%; and suspensions from 10% to 9%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Administration Teachers Stakeholders Community resources After school enrichment Community Service Projects

Targeted Barriers to Achieving the Goal

- Decrease behavior referrals from 4% to 3% and suspensions from 10% to 9%; in order to decrease we will try to overcome barriers like social norms and expectations.
- 2013, 56% of students missed 10% or more of instructional time. In order to decrease 56% to 55%, students must overcome issues dealing with getting to school and staying in school.
- 2013 we graduated 67 seniors, the greatest barriers students incur that inhibits graduation are: financial issues, legal concerns, early parenthood, early dropout and other circumstantial situations.

Plan to Monitor Progress Toward the Goal

1. SIP 2. Student exit interviews

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Twice a year (after each semester)

Evidence of Completion:

1. SIP 2. Documentation of interviews

G11. 2014 target goal is to increase parental participation in school activities by 10%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Administration Teachers Stakeholders Students Online resources

Targeted Barriers to Achieving the Goal

- Barriers that parents may encounter are personal issues hindering participation

Plan to Monitor Progress Toward the Goal

1. SIP

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Yearly

Evidence of Completion:

1. EESAC 2. SIP

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.

G1.B1 Under post-secondary readiness: student tested for the ACT, 90 students tested ...

G1.B1.S1 1. Teacher-directed, direct instruction for ACT

Action Step 1

1. Practice timing 2. Testing taking strategies 3. Strategies to break down the passage 4. ACT vocabulary 5. Test taking tips 6. Organization skills 7. Overcoming test anxiety

Person or Persons Responsible

1. Reading Teacher 2. Testing chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations

Facilitator:

M-DCPS

Participants:

Testing chair Reading teachers

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

1. Formal and informal observations 2. Review lesson plans 3. Data chats between Testing chair and ACT direct instruction teacher 4. Student practice test results

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Data chats

Plan to Monitor Effectiveness of G1.B1.S1

1. Data will be collected by surveying students, practice exams, and actual ACT results 2. Successful implementation will produce gains in passing rate 3. Unsuccessful implementation will not generate passing scores or decreased number of students participating in ACT

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After the release of ACT test scores

Evidence of Completion

1. ACT test score 2. SIP

G1.B2 FCAT 2.0 Level 3, barriers student encounter are: consistency and repetition

G1.B2.S1 1. Utilizing novel studies 2. Data chats 3. Benchmark Assessments

Action Step 1

1. Review ongoing classroom assessments 2. Analysis of benchmark assessment tests 3. Teacher-directed novel studies 2. Teacher-directed, direct-instruction class based on testing data student will be grouped together 3. Utilization of various instructional strategies: small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching.

Person or Persons Responsible

Reading Department Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Data chats

Facilitator:

M-DCPS

Participants:

Reading Department

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

1. Reading department meetings 2. Data chats between Reading Coach and Reading Teachers 3. Review of lesson plans 4. Analysis of district and internal assessments 5. Monitor student progress from beginning of school year and through out

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

1. The ongoing assessments will be monitored weekly by reading teachers. 2. Other assessments will be discussed and reviewed bi-monthly reading department.

Evidence of Completion

1. Information/data will be recorded and shared with administration. 2. Reading teachers will compile data on their students in order to determine if progress is being made.

Plan to Monitor Effectiveness of G1.B2.S1

1. Data from NWEA, FAIR, Interium Assessments, and FCAT will be collected and analyzed. 2. Reading teachers will state the appropriate strategies in their lesson plans 3. Reading department will remain current on reading trends by enrolling in professional developments 4. Successful implementation will produce expected learning gains. 5. Poor implementation will either produce staggered or declining results. If we observe this occurring we will work together to design a different approach to instruction.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

1. Data will be collected weekly based on in-class assessments 2. Quarterly based on data analysis from district and in-house assessment exams.

Evidence of Completion

1. Evidence will be based on student analysis reports 2. Department meetings 3. Administrative meetings

G1.B3 FCAT 2.0 Level 4 and 5, barriers students encounter are: prioritizing and consistency

G1.B3.S1 Higher level novel studies Paper-based activities

Action Step 1

1. Review ongoing classroom assessments 2. Teacher-directed enrichment activities 3. Utilization of various instructional strategies small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching 4. Data chats between reading teachers and students

Person or Persons Responsible

Reading Department Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Data chats

Facilitator:

M-DCPS

Participants:

Reading Department

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

1. Reading Department meetings 2. Data chats between Reading Coach and Reading Teachers 3. Review of lesson plans 4. Analysis of NWEA results 5. Monitor student progress from beginning of school year and through out

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Student testing data 2. Record of Data chats 3. Data chats between Reading Coach and Administration

Plan to Monitor Effectiveness of G1.B3.S1

1. Results from testing data (formal and informal) 2. Lesson plans will indicate appropriate methods/ strategies 3. Successful implementation will produce gains 4. Poor implementation will produce staggered or declining results; in such case reading department will work together to design a new plan of action.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

1. Data will be collected weekly based on in-class assessments 2. Quarterly based on data analysis from district and in-house assessments

Evidence of Completion

1. Student analysis reports 2. Department meetings 3. Data chats with administration

G1.B4 In order to increase CELLA listening/speaking from 30% to 37%, increase Reading from 0% to 10%, and Writing from 11% to 20%; students must overcome barriers like insufficient exposure time to the English language.

G1.B4.S1 1. One-on-one assistance 2. Individualized instruction 3. Listening to recorded lessons 4. Practice writing through various activities within their required courses

Action Step 1

1. Utilize Interim Assessment to determine student proficiency 2. Curricular Assessments (APEX) 3. CELLA Assessment results 4. Progress monitoring (tracking student through out school year) 5. ESOL coordinator-student data chats 6. Practice assignment in relation to improving reading, listening, and speaking skills 7. Speaking and listening practice through teacher-directed lessons, audio directed, and student-student interactions

Person or Persons Responsible

ESOL Coordinator Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Results from interim assessments 2. Results from curricular assessments 3. Review of CELLA scores 4. Documentation of data chats 5. Lesson plans

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

1. Data chats
2. Observations (formal and informal)
3. Professional developments
4. Lesson plans

Person or Persons Responsible

ESOL coordinator Testing Chair

Target Dates or Schedule

Quarterly

Evidence of Completion

1. Documentation of data chats
2. Documentation of observations
3. Proof of professional developments
4. Record of lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

1. Data from CELLA will be analyze to determine if state strategies are effective or ineffective
2. Data chats between ESOL coordinator and Testing Chair to determine if students are making gains
3. Questionable or poor implementation will show staggered results or drop in achievement; in such case we will work together to design a plan of action.

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

At least twice a year

Evidence of Completion

1. Results from CELLA
2. SIP
3. Documentation of data chats

G1.B5 2013 Reading AMO, 7% of students met AYP our target goal for 2014 is increase from 7% to 31%.

G1.B5.S1 1. Vocabulary 2. Reading fluency 3. Literary analysis

Action Step 1

1. Students will be assessed through the FAIR, NWEA, baseline testing, and FCAT Reading 2. Teacher-directed, direct instruction class will address student benchmark weakness 3. Students will be grouped according to needs 4. Individualized attention 5. Practice assignments addressing benchmark weakness 6. Fiction readings to address literary components 7. Word of the day 8. Reading practices

Person or Persons Responsible

Reading Department Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Reading Department meetings 3. Data chats

Facilitator:

M-DCPS

Participants:

Reading Department

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

1. Review lesson plans 2. Data chats between Reading teachers and Reading Coach 3. Informal and formal observations 4. Professional Developments

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Data chats 3. Documentation of observations 4. Assessments results

Plan to Monitor Effectiveness of G1.B5.S1

1. Testing data will be analyze mid-year to determine if reading strategies are effective or ineffective 2. Data chats to determine if students are making gains 3. Questionable or poor implementation will show staggered or declining results; in such case we will work together to design a new plan of action

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

After district assessments

Evidence of Completion

1. Testing data analysis 2. SIP 3. Documentation of data chats

G1.B6 2014 target goal is to increase our learning gains by 8%; the barriers student's face are comprehension, vocabulary, literary fluency.

G1.B6.S1 1. Teacher-directed, direct instruction 2. Assessment tracking

Action Step 1

1. Assessment tracking like: FAIR, baseline, NWEA, and FCAT 2. Teacher-direct, direct instruction 3. Group students according to needs 4. Focus on student benchmark weakness

Person or Persons Responsible

Reading Department Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Data chats 2. Lesson plans

Facilitator:

M-DCPS

Participants:

Reading Department

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

1. Review lesson plans
2. Formal and informal meetings between Testing Chair and Reading Teachers
3. Reading Department meetings
4. Informal and formal observations

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of lesson plans
2. Data chats
3. Documentation of observations

Plan to Monitor Effectiveness of G1.B6.S1

1. Data will be collected from assessments
2. Data will be collected from classroom assessments
3. Successful implementation will produce gains; and unsuccessful implementation will result in staggered test scores or declining test scores. In such case we will reevaluate, and design a new plan

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Twice a year

Evidence of Completion

1. Data chats
2. Assessment results
3. SIP

G2. 2013 FCAT Writes, 30 % of students earned a passing score; our target for 2014 is to increase from 30% to 37%

G2.B1 2013 FCATS Writes 30% of students received a passing score. Students encounter barriers as a result of insufficient writing activities within the APEX curriculum

G2.B1.S1 1. Journal activities 2. Writing prompts

Action Step 1

1. Model writing within reading class 2. Practice writing in direct-instruction class 3. Writing assessments within the APEX curriculum (TSTS, Journal Activities, Practices) 4. District based-assessments

Person or Persons Responsible

Reading Department Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Student work 2. Lesson plan indicating writing activities 3. APEX (English 3 & 4) 4. Scores from assessments

Facilitator:

M-DCPS

Participants:

Reading Department Reading Coach

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

1. Lesson plans 2. Teacher observations 3. Data chats

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Review of lesson plans 2. Documentation of observations 3. Documentation of data chats

Plan to Monitor Effectiveness of G2.B1.S1

1. The benchmarks for success will be based on the FCAT writes criteria. 2. Successful implementation will produce an increase in student achievement gains 3. Questionable or poor implementation will produce staggered or decrease in student achievement; in such case reading department will work together to design a new strategy of implementation.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

1. After practice FCAT Writes and actual FCAT Writes 2. Ongoing by monitoring student progress in direct instruction classes

Evidence of Completion

1. Data chat documentation 2. Proof of professional developments

G3. 2013 Mathematics AMO, <5% of students met AYP; our 2014 target is to increase our passing rate to 34%.

G3.B1 2014 target is to increase our learning gains by 8%; the barriers students encounter are application

G3.B1.S1 Teacher-directed, direct instruction

Action Step 1

1. Analyze student benchmark weakness 2. Teacher-directed, direct instruction 3. Student grouping by needs 4. After session tutoring

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations

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

1. Review of lesson plans 2. Review and analyze assessment results 3. Informal and formal observations 4. Mathematics department chats

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations 3. Data chats

Plan to Monitor Effectiveness of G3.B1.S1

1. Data will be collected and analyzed to determine if students are producing gains in their practice exams and actual ACT 2. If unsuccessful results will not produce gain; in such case we will work together to design a new plan of action

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After release of ACT results

Evidence of Completion

1. Documentation of observations 2. SIP 3. Data chats

G3.B2 In order to meet AYP, students must overcome barriers like algebraic thinking, measurement, vocabulary, and data analysis

G3.B2.S1 1. Comprehension and vocabulary 2. Data interpretation 3. Real-world problems

Action Step 1

1. Baseline assessment exams, FAIR, NWEA 2. Group students according to benchmark weakness 3. Teacher directed, direct instruction 4. Practice: word problems, data analysis, formula application

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Data chats

Facilitator:

M-DCPS

Participants:

Math teachers

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

1. Lesson plans 2. Informal and formal teacher observations 3. Data chats between math teachers and students 4. Analysis of student progress

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Review of lesson plans 2. Documentation of observations 3. Data chats

Plan to Monitor Effectiveness of G3.B2.S1

1. Data from FCAT will determine if stated strategies are effective or ineffective 2. Data chats between Mathematics Chair and Testing Chair 3. Questionable or poor implementation will produce staggered or declining results; in such case we will reevaluate and design a new plan of action

Person or Persons Responsible

Testing chair

Target Dates or Schedule

Twice a year

Evidence of Completion

1. Assessment results 2. Documentation of data chats 3. SIP

G4. 2013 Algebra EOC exam, 8% of students scored at level 3; our target for 2014 Algebra EOC is to increase from 8% to 14%. For level 4 and 5, 0% of students met their target; our 2014 target is to increase from 0% to 3%.

G4.B1 To increase level 3 from 8% to 14% the barrier students encounter are algebraic thinking and data analysis

G4.B1.S1 1. Group students according to needs 2. Provide teacher-direct instruction that aligns with Algebra EOC standards

Action Step 1

1. Students will receive teacher-directed instruction during their direct instruction class. 2. Interim assessment will help to track student progress 3. Curricular assessments (APEX) help track student progress within course 4. Teacher made assessments 5. Practice problems in relation to data analysis and word problems 6. Online resources

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of curricular, teacher-made, and interim assessments. Student work

Facilitator:

M-DCPS

Participants:

Mathematics Department Staff Testing Chair

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

1. Review lesson plans
2. Review and analyze assessment results
3. Informal and formal observations
4. Mathematics Department meetings

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of lesson plans
2. Documents of assessments analysis
3. Documents of observations

Plan to Monitor Effectiveness of G4.B1.S1

1. Data will be collected from benchmark assessment tests and Algebra EOC results based on tested benchmarks
2. Data will be collected and analyzed from curriculum assessments
3. Successful implementation will increase the passing rate
4. Unsuccessful implementation will not produce gains; in such case we will reevaluate our methods and design a new strategy

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After the release of Algebra EOC results (twice a year)

Evidence of Completion

1. Data chart documentation
2. Evidence of reevaluation (if necessary)

G4.B2 In order for level 4 and 5 to increase from 0% to 3% students must do additional enrichment activities.

G4.B2.S1 1. Student-student tutoring 2. Enrichment activities

Action Step 1

1. Track student assessment results (benchmark assessment and Algebra EOC) 2. Real-world math problems like designing a bridge, creating three dimensional figures, and etc. 3. Reports on real-world topics in relation to Algebra 4. Student-Student tutoring 5. In-house math competitions 6. Online resources

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson Plans 2. Formal and informal observations 3. Data chats between testing chair and mathematics department chair

Facilitator:

M-DCPS

Participants:

Mathematics Teachers

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

1. Review lesson plans 2. Review and analyze assessment results 3. Informal and formal observations 4. Mathematics Department meetings 5. Mathematics teachers and student tutor meetings to insure fidelity 6. Data chats

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of lesson plans 2. Documents of assessment analysis 3. Documents of observations 4. Sign-in sheet of tutoring sessions

Plan to Monitor Effectiveness of G4.B2.S1

1. Data will be collected from benchmarks assessment tests and Algebra EOC results based on tested benchmarks. 2. Data will collected and analyzed from curricular assessments 3. Successful implementation will produce gains from level 3 to level 4 or 5 4. Unsuccessful implementation will not produce gains; in such we will reevaluate our methods and design a new strategy

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After the release of Algebra EOC results (twice a year)

Evidence of Completion

1. Data chat documentation 2. Evidence of reevaluation (if necessary)

G5. 2013 Geometry EOC results, 3% of students scored at level 3; our target for 2014 level 3 is to increase from 3% to 9%. Students scoring at level 4 and 5 for 2013 was 0%, our target for 2014 is to increase from 0% to 3%.

G5.B1 Level 3 Geometry EOC difficulties that students incur involve spatial sense and application

G5.B1.S1 1. Teacher-direct instruction 2. Benchmark weakness analysis

Action Step 1

1. Teacher-directed instruction 2. Benchmark assessment tests and Geometry EOC 3. Curricular assessment tracking 4. Real-world application problems 5. Properties and relationships of geometric shapes practice problems 6. Additional teacher-directed tutoring

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Student work

Facilitator:

M-DCPS

Participants:

Mathematics Department staff

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

1. Review of lesson plans 2. Review and analyze assessment results 3. Informal and formal observations 4. Mathematics department data chats

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of lesson plans 2. Documents of assessment analysis 3. Documents of observations

Plan to Monitor Effectiveness of G5.B1.S1

1. Data will be collected from benchmark assessment tests and Geometry EOC results based on tested benchmarks 2. Data will be collected and analyzed from curriculum assessments 3. Successful implementation will produce gains in passing rate 4. Unsuccessful implementation will not produce gains; in such case we will reevaluate our methods and design a new strategy

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After the release of Algebra EOC results (twice a year)

Evidence of Completion

1. Data chat documentation 2. Evidence of reevaluation (if necessary)

G5.B2 None of our students scored at level 4 or 5, our target is to increase from 0% to 3% by providing enrichment activities

G5.B2.S1 Enrichment activities

Action Step 1

1. Analyze and track benchmark assessment tests and Geometry EOC Exam 2. Project-based assignments 3. Real-world related projects 4. Student-student tutoring

Person or Persons Responsible

Mathematics Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Sign-in sheet of tutoring

Facilitator:

M-DCPS

Participants:

Mathematics Department Staff

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

1. Reviewing lesson plans 2. Review and analyze assessment results 3. Informal and formal observations 4. Mathematics Department meetings

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of lesson plans 2. Documents of assessment analysis 3. Documents of observations 4. Plan of actions

Plan to Monitor Effectiveness of G5.B2.S1

1. Data will be collected from benchmark assessment tests and Geometry EOC results based on tests benchmarks 2. Data will be collected and analyzed from curricular assessments 3. Successful implementation will produce gains to reach our target goal 4. Unsuccessful implementation will not produce gains; in such cases we will reevaluate our methods and design a new strategy

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

After the release of Geometry EOC test scores (twice a year)

Evidence of Completion

1. Data chat documentation 2. Evidence of reevaluation (if necessary)

G6. 2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.

G6.B1 2013 Biology EOC, 6% of students scored at level 3 in order to increase achievement to 13% for 2014 - the barriers students must overcome are content comprehension.

G6.B1.S1 In order to improve comprehension we will implement more teacher-directed activities: - personalized teacher-directed instruction - hands-on labs -coordinate with reading department to implement science related topics within reading instruction -increase in project-based assignments

Action Step 1

1. Teachers will attend district approved professional developments within curriculum 2. Teachers will collaborate to enhance instructional activities 3. Department chair will have data chats with testing chair 4. Science teachers will have data chats with students 5. Labs that directly align with Biology EOC tested benchmarks

Person or Persons Responsible

1. Test Chair 2. Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations 3. In-class assessment results 4. Benchmark and EOC test results

Facilitator:

M-DCPS

Participants:

1. Test Chair 2. Science Department Chair

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

1. Reviewing lesson plans 2. Formal and informal meetings between Testing Chair and Department Chair 3. Science department meetings

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

1. Lesson plans will be reviewed bi-monthly 2. Formal meetings will be conducted quarterly 3. Science department meetings will be conducted weekly

Evidence of Completion

1. Submission of lesson plans 2. Documentation of formal meetings

Plan to Monitor Effectiveness of G6.B1.S1

1. Data will be collected from interim assessments and EOC results based on benchmarks that students will be tested on 2. Data will also be collected from progress in biology course assessments 3. Successful implementation will produce gains on the tested benchmarks in the Biology EOC exam 4. Unsuccessful implementation will not produce gains; in such case we will reevaluate our methods and design a new strategy

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Data will be collected twice (after the release of EOC results)

Evidence of Completion

Evaluation will be conducted between the Testing Chair and Administration

G6.B1.S2 Track student progress through: -benchmark assessment tests -practice Biology EOC tests - in-class assessments

Action Step 1

1. Data chats between Test Chair and Department Chair 2. Data chats between science teachers and students 3. Analyze and track student progress through benchmark assessment test 4. Track and monitor student progress within class 5. Identify overall student benchmark weakness within the Biology EOC

Person or Persons Responsible

1. Testing Chair 2. Science Department Chair

Target Dates or Schedule

On going

Evidence of Completion

1. Lesson plans 2. Classroom observations 3. In-class assessment results 4. Benchmark and EOC test results

Facilitator:

M-DCPS

Participants:

Science teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S2

1. Reviewing lesson plans 2. Formal and informal meetings between Testing Chair and Department Chair 3. Science Department meetings

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

1. Lesson plans will be review bi-monthly 2. Formal meetings will be conducted quarterly 3. Science department will meet weekly

Evidence of Completion

1. Submission of lesson plans 2. Documentation of formal meetings

Plan to Monitor Effectiveness of G6.B1.S2

1. Data will be collected from interim assessment tests and EOC results based on the benchmarks that students will be tested on 2. Data will also be collected based on in-class assessments 3. Successful implementation will produce gains on the tested benchmarks in the Biology EOC exam 4. Unsuccessful implementation will not produce gains; in such case we will reevaluate our methods and design a new plan

Person or Persons Responsible

Principal and Assistant Principal Testing Chair

Target Dates or Schedule

Data will be collected after the administration of the EOC (twice)

Evidence of Completion

Evaluation will be conducted between Administration and Testing Chair

G6.B2 For the 2014 Biology EOC we aim to target levels 4-5 to move from 0% - 3% by providing enrichment activities/projects to enhance comprehension skills that surpass level 3.

G6.B2.S1 To increase from level 3 to level 4/5 students need increased enrichment through programs like FairChild and Dade County Science Fair.

Action Step 1

1. Work with reading to integrate science passages 2. Involve students in extracurricular activities/projects like: -Dade County Science Fair -FairChild Gardens -Student-student tutoring programs 3. Students will conduct additional labs 4. Students will do hands-on projects 5. Tracking assessments like benchmark assessments and Biology EOC results

Person or Persons Responsible

Science Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Facilitator:

M-DCPS

Participants:

Science Teacher

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

1. Reviewing lesson plans
2. Formal and informal meeting between Department Chair and Testing Chair
3. Data chats between science teacher and students
4. Science department meetings

Person or Persons Responsible

Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans
2. Results of assessments
3. Documentations of formal meetings

Plan to Monitor Effectiveness of G6.B2.S1

1. Student survey will be conducted to determine if strategies are effective
2. Analyze benchmark assessments and Biology EOC exam results to determine if students showed improvement.
3. If implementation is successful then students will score above a level 3; if implementation is unsuccessful students will either score at level 3 or under.

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Results of Biology EOC Exam
2. Recorded documentations of meetings

G7. Increase the number of STEM related courses by 3

G7.B1 Available resources at the school in order to facilitate STEM courses Interested participants in the STEM program

G7.B1.S1 1. STEM resources 2. STEM trained teachers

Action Step 1

1. Train science and math teachers in STEM course work 2. Identify appropriate students for the STEM program

Person or Persons Responsible

Science and Math Teachers Advisement Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Developments Enrolled students Data indicating qualifying students

Facilitator:

M-DCPS

Participants:

Math and science teachers

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

1. Teacher observations 2. Teacher lesson plans 3. Evidence of professional development 4. STEM course completion

Person or Persons Responsible

Advisement Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lessons 2. Student course work/assessment 3. Successful completion of student course

Plan to Monitor Effectiveness of G7.B1.S1

1. Data chats 2. Tracking student course progress 3. Student participation in science and math activities other than required work in APEX

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

1. Evidence of data chats 2. Evidence of participation of student activities other than what is required in APEX 3. SIP

G8. Increasing learning opportunities for students using CTE curriculum: in order to increase enrollment, accelerated course performance, and students enrolling and passing the CTE exam

G8.B1 CTE certified instructors CTE certified courses

G8.B1.S1 Hire or encourage current teachers to become CTE certified Encourage students to enroll in CTE courses Encourage students to take CTE exams

Action Step 1

1. Train teachers in CTE certification 2. Encourage students to enroll in CTE courses being offered at the school 3. Focus on CTE exam 4. Data Chats

Person or Persons Responsible

Teachers Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of course work Passing test scores Lesson plans Observations Data chats

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

Administrations monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students are successful in completing CTE courses and taking the CTE exam

Plan to Monitor Effectiveness of G8.B1.S1

Track progress: - through curriculum - student work/assessments -student participation in CTE exams

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Successful completion of curriculum, assessment, and participation of CTE exams.

G9. The 2013 U.S History Baseline Assessment data indicates that the learning gains were below 51%. The 2014 target goals will demonstrate a 15% increase.

G9.B1 In order to create gains students must overcome barriers like comprehension and establishing a correlation between the present and past.

G9.B1.S1 1. Reading comprehension as in relates within content 2. Real-world connection between content and current trends 3. Relevance of subject matter

Action Step 1

1. Reading comprehension within content practices 2. Current articles and trends as it relates to U.S History 3. Track benchmark assessment results and U.S History EOC results

Person or Persons Responsible

Social Studies Department Chair Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations

Facilitator:

M-DCPS

Participants:

Social Studies teachers

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

1. Track student progress in APEX (student work) 2. Track student progress through district assessment 3. Informal and formal observations 4. Evidence of lessons in teacher lesson plans

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Documentation of observations

Plan to Monitor Effectiveness of G9.B1.S1

1. U.S History EOC data to determine if students are producing gains 2. Data chats between Testing Chair and Social Studies Department Chair 3. Questionable or poor implementation will not produce gains; in such case we will reevaluate and design a new action plan

Person or Persons Responsible

Testing Chair

Target Dates or Schedule

Twice a year

Evidence of Completion

1. Data chat evidence 2. SIP

G10. Our 2014 EWS target goals are: to decrease absences from 56% to 55%; decrease behavior referrals from 4% to 3%; and suspensions from 10% to 9%.

G10.B1 Decrease behavior referrals from 4% to 3% and suspensions from 10% to 9%; in order to decrease we will try to overcome barriers like social norms and expectations.

G10.B1.S1 1. Mentoring 2. Interventions

Action Step 1

1. Assign mentors to students 2. Counseling prior to escalation 3. Parent contact 4. Community resources like community services projects, involvement in sports activities at their homeschools, and after school programs.

Person or Persons Responsible

Leadership team RTI team Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Suspension records 2. Documentation 3. Mentorship log 4. Phone card log

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

1. Data chats
2. Lead teacher meetings
3. Open communication with parents

Person or Persons Responsible

Leadership Team RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

1. RTI paper work
2. Documentation of data chats

Plan to Monitor Effectiveness of G10.B1.S1

1. Data on the number of referrals and suspensions will be collected
2. Documentation on counseling
3. Poor implementation will not decrease the amount of suspension and behavior referrals given to students; in such the leadership team and RTI team will work together to design a new plan of action

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

1. SIP
2. Data chats

G10.B2 2013, 56% of students missed 10% or more of instructional time. In order to decrease 56% to 55%, students must overcome issues dealing with getting to school and staying in school.

G10.B2.S1 1. Transportation 2. Communication 3. Individualized attention 4. Mentorship 5. Community resources

Action Step 1

1. Set standards and distribute bus cards 2. Maintain open communications between school and student 3. Individualized attention for student in order to understand their personal issues hindering their education 4. Take accurate attendance to insure students were properly documented 5. Mentor that can call student when they miss school and track student progress 6. Student contract (if necessary) 7. Community resources that can provide additional resources and assistance to students who may be missing school because of responsibilities like: parenthood, financial, and etc.

Person or Persons Responsible

RTI Leadership team Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. bus card log 2. phone logs 3. attendance 4. mentor log

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

1. Monitor attendance to insure accurate attendance is being taken 2. Submit monthly bus card log 3. Monitor mentorship logs 4. Student plan or contract

Person or Persons Responsible

RTI Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Record of attendance 2. Record of bus card log and mentorship logs 3. Student contract (if necessary)

Plan to Monitor Effectiveness of G10.B2.S1

1. Quarterly monitor student attendance 2. Survey students to determine if efforts are effective 3. Successful implementation will increase attendance rate 4. Unsuccessful implementation will not increase attendance and RTI team and Leadership team will work together to outline a new plan

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Quarterly (attendance) Survey (yearly)

Evidence of Completion

1. Student survey 2. Attendance records 3. New action plan (if necessary)

G10.B3 2013 we graduated 67 seniors, the greatest barriers students incur that inhibits graduation are: financial issues, legal concerns, early parenthood, early dropout and other circumstantial situations.

G10.B3.S1 1. Provide mentoring 2. Open relationship with parents 3. Provide community resources 4. Tools for graduations 5. Drop out prevention programs

Action Step 1

1. Students will be matched with a teacher or staff member that can provide one-on-one mentoring to individual students 2. Maintain open communication and relationship with parents/guardians so they are aware of what is occurring in school and can remain involved in student's progress 3. Various community resources can assist students with personal difficulties; these resources can assist to alleviate issues that students face that may hinder their education 4. Provide tools for graduation like tutoring in classes they have difficulty, individualized attention, teacher-directed instruction, waivers for ACT, bus cards for transportation 5. Community resources that assist with drop out prevention

Person or Persons Responsible

Teachers RTI team Career Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Surveys 2. Observations 3. Meetings 4. Mentorship logs 5. Records of bus card logs, ACT waivers

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

1. Student survey
2. Parent survey
3. Student interviews
4. EESAC meetings

Person or Persons Responsible

RTI team Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Documentation of surveys
2. Observations
3. Meetings
4. EESAC minutes

Plan to Monitor Effectiveness of G10.B3.S1

1. Staff meetings
2. Leadership meeting with students
3. SIP

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Data chats
2. SIP

G11. 2014 target goal is to increase parental participation in school activities by 10%.

G11.B1 Barriers that parents may encounter are personal issues hindering participation

G11.B1.S1 1. Communication 2. Schedule flexibility 3. Open door policy 4. Personal invitation to school events

Action Step 1

1. Maintain open lines of communication with parents in order to facilitate a better relationship between parents and the school. 2. Provide flexible scheduling so parents are able to visit the campus at their convenience 3. Maintain an open door policy so parents feel comfortable and welcomed to visit the campus 4. Invite parents to on campus events so parents feel like they are part of the school community

Person or Persons Responsible

Leadership team Teachers and staff

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Letters sent home 2. Phone call logs 3. School policy

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

1. Staff meetings 2. Data chats 3. Parent/student surveys 4. EESAC

Person or Persons Responsible

Leadership

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Surveys 2. Minutes to meetings

Plan to Monitor Effectiveness of G11.B1.S1

1. Parents-administration interviews 2. SIP 3. EESAC

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

1. SIP 2. EEAC

Coordination and Integration

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

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

Title I

Part A: Mavericks will provide services 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 students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; 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.

Part C: Migrant

Part D

Title II

Title III

Are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):

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

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education:

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

Other:

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/ involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/ activities necessary in order to comply with dissemination and reporting requirements.

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

- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. 2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.

G1.B1 Under post-secondary readiness: student tested for the ACT, 90 students tested ...

G1.B1.S1 1. Teacher-directed, direct instruction for ACT

PD Opportunity 1

1. Practice timing 2. Testing taking strategies 3. Strategies to break down the passage 4. ACT vocabulary 5. Test taking tips 6. Organization skills 7. Overcoming test anxiety

Facilitator

M-DCPS

Participants

Testing chair Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations

G1.B2 FCAT 2.0 Level 3, barriers student encounter are: consistency and repetition

G1.B2.S1 1. Utilizing novel studies 2. Data chats 3. Benchmark Assessments

PD Opportunity 1

1. Review ongoing classroom assessments 2. Analysis of benchmark assessment tests 3. Teacher-directed novel studies 2. Teacher-directed, direct-instruction class based on testing data student will be grouped together 3. Utilization of various instructional strategies: small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching.

Facilitator

M-DCPS

Participants

Reading Department

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Data chats

G1.B3 FCAT 2.0 Level 4 and 5, barriers students encounter are: prioritizing and consistency

G1.B3.S1 Higher level novel studies Paper-based activities

PD Opportunity 1

1. Review ongoing classroom assessments 2. Teacher-directed enrichment activities 3. Utilization of various instructional strategies small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching 4. Data chats between reading teachers and students

Facilitator

M-DCPS

Participants

Reading Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Data chats

G1.B5 2013 Reading AMO, 7% of students met AYP our target goal for 2014 is increase from 7% to 31%.

G1.B5.S1 1. Vocabulary 2. Reading fluency 3. Literary analysis

PD Opportunity 1

1. Students will be assessed through the FAIR, NWEA, baseline testing, and FCAT Reading 2. Teacher-directed, direct instruction class will address student benchmark weakness 3. Students will be grouped according to needs 4. Individualized attention 5. Practice assignments addressing benchmark weakness 6. Fiction readings to address literary components 7. Word of the day 8. Reading practices

Facilitator

M-DCPS

Participants

Reading Department

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Reading Department meetings 3. Data chats

G1.B6 2014 target goal is to increase our learning gains by 8%; the barriers student's face are comprehension, vocabulary, literary fluency.

G1.B6.S1 1. Teacher-directed, direct instruction 2. Assessment tracking

PD Opportunity 1

1. Assessment tracking like: FAIR, baseline, NWEA, and FCAT 2. Teacher-direct, direct instruction 3. Group students according to needs 4. Focus on student benchmark weakness

Facilitator

M-DCPS

Participants

Reading Department

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Data chats 2. Lesson plans

G2. 2013 FCAT Writes, 30 % of students earned a passing score; our target for 2014 is to increase from 30% to 37%

G2.B1 2013 FCATS Writes 30% of students received a passing score. Students encounter barriers as a result of insufficient writing activities within the APEX curriculum

G2.B1.S1 1. Journal activities 2. Writing prompts

PD Opportunity 1

1. Model writing within reading class 2. Practice writing in direct-instruction class 3. Writing assessments within the APEX curriculum (TSTS, Journal Activities, Practices) 4. District based-assessments

Facilitator

M-DCPS

Participants

Reading Department Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Student work 2. Lesson plan indicating writing activities 3. APEX (English 3 & 4) 4. Scores from assessments

G3. 2013 Mathematics AMO, <5% of students met AYP; our 2014 target is to increase our passing rate to 34%.

G3.B2 In order to meet AYP, students must over come barriers like algebraic thinking, measurement, vocabulary, and data analysis

G3.B2.S1 1. Comprehension and vocabulary 2. Data interpretation 3. Real-world problems

PD Opportunity 1

1. Baseline assessment exams, FAIR, NWEA
2. Group students according to benchmark weakness
3. Teacher directed, direct instruction
4. Practice: word problems, data analysis, formula application

Facilitator

M-DCPS

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans
2. Data chats

G4. 2013 Algebra EOC exam, 8% of students scored at level 3; our target for 2014 Algebra EOC is to increase from 8% to 14%. For level 4 and 5, 0% of students met their target; our 2014 target is to increase from 0% to 3%.

G4.B1 To increase level 3 from 8% to 14% the barrier students encounter are algebraic thinking and data analysis

G4.B1.S1 1. Group students according to needs 2. Provide teacher-direct instruction that aligns with Algebra EOC standards

PD Opportunity 1

1. Students will receive teacher-directed instruction during their direct instruction class. 2. Interim assessment will help to track student progress 3. Curricular assessments (APEX) help track student progress within course 4. Teacher made assessments 5. Practice problems in relation to data analysis and word problems 6. Online resources

Facilitator

M-DCPS

Participants

Mathematics Department Staff Testing Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion of curricular, teacher-made, and interim assessments. Student work

G4.B2 In order for level 4 and 5 to increase from 0% to 3% students must do additional enrichment activities.

G4.B2.S1 1. Student-student tutoring 2. Enrichment activities

PD Opportunity 1

1. Track student assessment results (benchmark assessment and Algebra EOC) 2. Real-world math problems like designing a bridge, creating three dimensional figures, and etc. 3. Reports on real-world topics in relation to Algebra 4. Student-Student tutoring 5. In-house math competitions 6. Online resources

Facilitator

M-DCPS

Participants

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson Plans 2. Formal and informal observations 3. Data chats between testing chair and mathematics department chair

G5. 2013 Geometry EOC results, 3% of students scored at level 3; our target for 2014 level 3 is to increase from 3% to 9%. Students scoring at level 4 and 5 for 2013 was 0%, our target for 2014 is to increase from 0% to 3%.

G5.B1 Level 3 Geometry EOC difficulties that students incur involve spatial sense and application

G5.B1.S1 1. Teacher-direct instruction 2. Benchmark weakness analysis

PD Opportunity 1

1. Teacher-directed instruction 2. Benchmark assessment tests and Geometry EOC 3. Curricular assessment tracking 4. Real-world application problems 5. Properties and relationships of geometric shapes practice problems 6. Additional teacher-directed tutoring

Facilitator

M-DCPS

Participants

Mathematics Department staff

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Student work

G5.B2 None of our students scored at level 4 or 5, our target is to increase from 0% to 3% by providing enrichment activities

G5.B2.S1 Enrichment activities

PD Opportunity 1

1. Analyze and track benchmark assessment tests and Geometry EOC Exam 2. Project-based assignments 3. Real-world related projects 4. Student-student tutoring

Facilitator

M-DCPS

Participants

Mathematics Department Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Formal and informal observations 3. Sign-in sheet of tutoring

G6. 2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.

G6.B1 2013 Biology EOC, 6% of students scored at level 3 in order to increase achievement to 13% for 2014 - the barriers students must overcome are content comprehension.

G6.B1.S1 In order to improve comprehension we will implement more teacher-directed activities: - personalized teacher-directed instruction - hands-on labs -coordinate with reading department to implement science related topics within reading instruction -increase in project-based assignments

PD Opportunity 1

1. Teachers will attend district approved professional developments within curriculum 2. Teachers will collaborate to enhance instructional activities 3. Department chair will have data chats with testing chair 4. Science teachers will have data chats with students 5. Labs that directly align with Biology EOC tested benchmarks

Facilitator

M-DCPS

Participants

1. Test Chair 2. Science Department Chair

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations 3. In-class assessment results 4. Benchmark and EOC test results

G6.B1.S2 Track student progress through: -benchmark assessment tests -practice Biology EOC tests - in-class assessments

PD Opportunity 1

1. Data chats between Test Chair and Department Chair 2. Data chats between science teachers and students 3. Analyze and track student progress through benchmark assessment test 4. Track and monitor student progress within class 5. Identify overall student benchmark weakness within the Biology EOC

Facilitator

M-DCPS

Participants

Science teachers

Target Dates or Schedule

On going

Evidence of Completion

1. Lesson plans 2. Classroom observations 3. In-class assessment results 4. Benchmark and EOC test results

G6.B2 For the 2014 Biology EOC we aim to target levels 4-5 to move from 0% - 3% by providing enrichment activities/projects to enhance comprehension skills that surpass level 3.

G6.B2.S1 To increase from level 3 to level 4/5 students need increased enrichment through programs like FairChild and Dade County Science Fair.

PD Opportunity 1

1. Work with reading to integrate science passages 2. Involve students in extracurricular activities/projects like: -Dade County Science Fair -FairChild Gardens -Student-student tutoring programs 3. Students will conduct additional labs 4. Students will do hands-on projects 5. Tracking assessments like benchmark assessments and Biology EOC results

Facilitator

M-DCPS

Participants

Science Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

G7. Increase the number of STEM related courses by 3

G7.B1 Available resources at the school in order to facilitate STEM courses Interested participants in the STEM program

G7.B1.S1 1. STEM resources 2. STEM trained teachers

PD Opportunity 1

1. Train science and math teachers in STEM course work 2. Identify appropriate students for the STEM program

Facilitator

M-DCPS

Participants

Math and science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Developments Enrolled students Data indicating qualifying students

G9. The 2013 U.S History Baseline Assessment data indicates that the learning gains were below 51%. The 2014 target goals will demonstrate a 15% increase.

G9.B1 In order to create gains students must overcome barriers like comprehension and establishing a correlation between the present and past.

G9.B1.S1 1. Reading comprehension as in relates within content 2. Real-world connection between content and current trends 3. Relevance of subject matter

PD Opportunity 1

1. Reading comprehension within content practices 2. Current articles and trends as it relates to U.S History 3. Track benchmark assessment results and U.S History EOC results

Facilitator

M-DCPS

Participants

Social Studies teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

1. Lesson plans 2. Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.	\$14,000
G6.	2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.	\$4,750
Total		\$18,750

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
FEFP		\$18,750
Total		\$18,750

Budget Details

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

G1. 2013 FCAT 2.0, 3% of students scored at level 3; our 2014 target is to increase from 3% to 21%. FCAT 2.0, 3% of students attained a level 4- 5 score; our 2014 target is to increase from 3% to 11%.

G1.B2 FCAT 2.0 Level 3, barriers student encounter are: consistency and repetition

G1.B2.S1 1. Utilizing novel studies 2. Data chats 3. Benchmark Assessments

Action Step 1

1. Review ongoing classroom assessments 2. Analysis of benchmark assessment tests 3. Teacher-directed novel studies 2. Teacher-directed, direct-instruction class based on testing data student will be grouped together 3. Utilization of various instructional strategies: small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching.

Resource Type

Evidence-Based Program

Resource

APEX Curriculum

Funding Source

FEFP

Amount Needed

\$3,500

G1.B3 FCAT 2.0 Level 4 and 5, barriers students encounter are: prioritizing and consistency

G1.B3.S1 Higher level novel studies Paper-based activities

Action Step 1

1. Review ongoing classroom assessments 2. Teacher-directed enrichment activities 3. Utilization of various instructional strategies small group, CRISS, project-based, visual aids, learning centers, online resources, and peer teaching 4. Data chats between reading teachers and students

Resource Type

Evidence-Based Program

Resource

APEX Curriculum

Funding Source

FEFP

Amount Needed

\$3,500

G1.B5 2013 Reading AMO, 7% of students met AYP our target goal for 2014 is increase from 7% to 31%.

G1.B5.S1 1. Vocabulary 2. Reading fluency 3. Literary analysis

Action Step 1

1. Students will be assessed through the FAIR, NWEA, baseline testing, and FCAT Reading 2. Teacher-directed, direct instruction class will address student benchmark weakness 3. Students will be grouped according to needs 4. Individualized attention 5. Practice assignments addressing benchmark weakness 6. Fiction readings to address literary components 7. Word of the day 8. Reading practices

Resource Type

Evidence-Based Program

Resource

APEX Curriculum NWEA FAIR

Funding Source

FEFP

Amount Needed

\$3,500

G1.B6 2014 target goal is to increase our learning gains by 8%; the barriers student's face are comprehension, vocabulary, literary fluency.

G1.B6.S1 1. Teacher-directed, direct instruction 2. Assessment tracking

Action Step 1

1. Assessment tracking like: FAIR, baseline, NWEA, and FCAT 2. Teacher-direct, direct instruction 3. Group students according to needs 4. Focus on student benchmark weakness

Resource Type

Evidence-Based Program

Resource

APEX

Funding Source

FEFP

Amount Needed

\$3,500

G6. 2013 Biology EOC exam, 6% of students achieved a level 3 score. Our target for 2014 Biology EOC is to increase our passing rate from 6% to 13%. There are 0% of students that scored at level 4 or 5, our 2014 target is to increase from 0% to 3%.

G6.B1 2013 Biology EOC, 6% of students scored at level 3 in order to increase achievement to 13% for 2014 - the barriers students must overcome are content comprehension.

G6.B1.S1 In order to improve comprehension we will implement more teacher-directed activities: - personalized teacher-directed instruction - hands-on labs -coordinate with reading department to implement science related topics within reading instruction -increase in project-based assignments

Action Step 1

1. Teachers will attend district approved professional developments within curriculum 2. Teachers will collaborate to enhance instructional activities 3. Department chair will have data chats with testing chair 4. Science teachers will have data chats with students 5. Labs that directly align with Biology EOC tested benchmarks

Resource Type

Evidence-Based Program

Resource

APEX Curriculum

Funding Source

FEFP

Amount Needed

\$3,500

G6.B2 For the 2014 Biology EOC we aim to target levels 4-5 to move from 0% - 3% by providing enrichment activities/projects to enhance comprehension skills that surpass level 3.

G6.B2.S1 To increase from level 3 to level 4/5 students need increased enrichment through programs like FairChild and Dade County Science Fair.

Action Step 1

1. Work with reading to integrate science passages 2. Involve students in extracurricular activities/projects like: -Dade County Science Fair -FairChild Gardens -Student-student tutoring programs 3. Students will conduct additional labs 4. Students will do hands-on projects 5. Tracking assessments like benchmark assessments and Biology EOC results

Resource Type

Evidence-Based Program

Resource

APEX Curriculum Dade County Science Fair FairChild Gardens

Funding Source

FEFP

Amount Needed

\$1,250