



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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William H. Turner Technical Arts High School

10151 NW 19TH AVE

Miami, FL 33147

305-691-8324

<http://turnertech.dadeschools.net>

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
89%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
99%

## School Grades History

**2013-14**  
NOT GRADED

**2012-13**  
A

**2011-12**  
A

**2010-11**  
B

**2009-10**  
B

## 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

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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

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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

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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

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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

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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

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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

William H. Turner Technical Arts High School

##### Principal

Lavette Hunter

##### School Advisory Council chair

Mrs. Wendy Jones

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

Name	Title
LaVette Hunter	Principal
Ernesto Mantilla	Vice Principal
Philippe Napoleon	Assistant Principal
Stephen Papp	Assistant Principal
Kitty Childress	Testing Chair
Delphine Opet	Media Specialist
Ertha R. Posey	Student Services Chairperson
Tangela Allen	English Dept. Chair
Rebeca Hernandez	Science Dept. Chair
Louis Dorvil	Mathematics Dept. Chair
Eugenie Anim	SLC Coordinator
Luethel Boyd	SPED Chair
George Ortiz	UTD Steward
Jose Ugarte	Social Studies Dept. Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Principal - 1, adult vice principal - 1, alternate principal – 1, UTD steward – 1, teachers – 5, adult teacher – 1, alternate teacher -1, parents – 5, alternate parent - 1, educational support -1, alternate educational support -1, student – 1, alternate student – 1, adult student - 1, business community representative -4

### **Involvement of the SAC in the development of the SIP**

The SAC committee shall be the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. Members of the SAC committee participated in the development of the SIP plan through workshops held at the end of the school year. The SIP plan will be reviewed on a monthly basis by the committee. Inputs and recommendations provided during SAC meetings will be used throughout the school year in order to modify the plan as needed.

### **Activities of the SAC for the upcoming school year**

During the first month of school, SAC members will listen to teachers' request for funding to support their educational programs. The committee will then vote on the distribution of the SAC funds. The committee will also participate in activities/workshops that focus on data analysis, fund raising for the United Way, developing the Parent Involvement Plan, newly adopted common core standards, classroom successes, newly adopted Student Code of Conduct, Reading Progression Plan, participating in Parent Data Chat Nights, and assisting with tutoring.

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

The total amount of allocated funds was \$7,912.83. SAC committee approved the following distribution: \$2,999 for FCAT 2.0 and EOC gift cards as an incentive to improve on the exams; \$628.00 for two violins and 80 guitar books for the band class; \$2142.91 for Career Pathways/Industry Certification (CTE) medals, Seals, Millennium Cords, and portfolios was allocated as an incentive for graduation and passing the Certification exams for all students; and \$2142.92 was allocated for the Turnitin software program. The Turnitin will improve the students grammar, writing skills and identify plagiarism.

### **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**

4

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

**Lavette Hunter**

Principal

Years as Administrator: 16

Years at Current School: 5

**Credentials**

M.S. Exceptional Student Education, Barry University  
 B.S – Mental Retardation/Handicap, University of Florida  
 Certifications- ESOL Special Learning Disability, Mental Handicap  
 and Educational Leadership

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 57%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 62 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 69 pts  
 Math Imp. of Lowest 25% - 66 pts  
 Rdg. AMO –60  
 Math AMO–43  
 2012 – School Grade  
 Rdg. Proficiency, 47%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 61 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 75 pts  
 Math Imp. of Lowest 25% - 74 pts  
 Rdg. AMO –56  
 Math AMO–38  
 2011 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 47 pts  
 Math Lrg. Gains, 77pts  
 Rdg. Imp. of Lowest 25% - 46 pts  
 Math Imp. of Lowest 25% - 68 pts  
 Rdg. AMO –52  
 Math AMO–32  
 2010 – School Grade  
 Rdg. Proficiency, 48%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 52 pts  
 Math Lrg. Gains, 75pts  
 Rdg. Imp. of Lowest 25% - 47 pts  
 Math Imp. of Lowest 25% - 63 pts  
 2009 – School Grade  
 Rdg. Proficiency, 12%  
 Math Proficiency, 38%  
 Rdg. Lrg. Gains, 45 pts  
 Math Lrg. Gains, 64 pts  
 Rdg. Imp. of Lowest 25% - 61 pts  
 Math Imp. of Lowest 25% - 71 pts



**Philippe Napoleon**

Asst Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

Ed.D. - Organizational Leadership and Human Resources, Nova Southeastern University  
 M.S. – Educational Leadership, Nova Southeastern University  
 B.S. – Biology, Florida International University  
 Certifications- State of Florida, Biology and Educational Leadership

**Performance Record**

2013-School Grade  
 Rdg. Proficiency, 57%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 62 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 69 pts  
 Math Imp. of Lowest 25% - 66 pts  
 Rdg. AMO –60  
 Math AMO–43  
 2012 – School Grade  
 Rdg. Proficiency, 47%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 61 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 75 pts  
 Math Imp. of Lowest 25- 74 pts  
 Rdg. AMO –56  
 Math AMO–38  
 2011 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 47 pts  
 Math Lrg. Gains, 77pts  
 Rdg. Imp. of Lowest 25% - 46 pts  
 Math Imp. of Lowest 25%- 68 pts  
 Rdg. AMO –52  
 Math AMO–32  
 2010 – School Grade  
 Rdg. Proficiency, 48%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 52 pts  
 Math Lrg. Gains, 75pts  
 Rdg. Imp. of Lowest 25% - 47 pts  
 Math Imp. of Lowest 25- 63 pts  
 2009 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 79%  
 Rdg. Lrg. Gains, 52 pts  
 Math Lrg. Gains, 78 pts  
 Rdg. Imp. of Lowest 25% - 52 pts  
 Math Imp. of Lowest 25%-73 pts

**Ernesto Mantilla**

Asst Principal

Years as Administrator: 7

Years at Current School: 6

**Credentials**

M.S. – Special Education, Nova Southeastern University  
 B.S. – Special Education, Florida International University  
 Certifications – State of Florida, Educational Leadership, ESOL,  
 Emotional Handicapped

**Performance Record**

2013-School Grade  
 Rdg. Proficiency, 57%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 62 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 69 pts  
 Math Imp. of Lowest 25% - 66 pts  
 Rdg. AMO –60  
 Math AMO–43  
 2012 – School Grade  
 Rdg. Proficiency, 47%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 61 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 75 pts  
 Math Imp. of Lowest 25% - 74 pts  
 Rdg. AMO –56  
 Math AMO–38  
 2011 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 47 pts  
 Math Lrg. Gains, 77pts  
 Rdg. Imp. of Lowest 25% - 46 pts  
 Math Imp. of Lowest 25% - 68 pts  
 Rdg. AMO –52  
 Math AMO–32  
 2010 – School Grade  
 Rdg. Proficiency, 48%  
 Math Proficiency, 80%  
 Rdg. Lrg. Gains, 52 pts  
 Math Lrg. Gains, 75pts  
 Rdg. Imp. of Lowest 25% - 47 pts  
 Math Imp. of Lowest 25% - 63 pts  
 2009 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 79%  
 Rdg. Lrg. Gains, 52 pts  
 Math Lrg. Gains, 78 pts  
 Rdg. Imp. of Lowest 25% - 52 pts  
 Math Imp. of Lowest 25% -73 pts

**Stephen Papp**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

M.S. – Social Studies Education, Florida International University  
 B.S. – Educational Leadership, Nova Southeastern University  
 Certifications – State of Florida, Social Studies 6-12, and  
 Educational Leadership

**Performance Record**

2013-School Grade  
 Rdg. Proficiency, 57%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 62 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 69 pts  
 Math Imp. of Lowest 25% - 66 pts  
 Rdg. AMO –60  
 Math AMO–43  
 2012 – School Grade  
 Rdg. Proficiency, 47%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 61 pts  
 Math Lrg. Gains, 72pts  
 Rdg. Imp. of Lowest 25% - 75 pts  
 Math Imp. of Lowest 25- 74 pts  
 Rdg. AMO –56  
 Math AMO–38  
 2011 – School Grade  
 Rdg. Proficiency, 43%  
 Math Proficiency, 77%  
 Rdg. Lrg. Gains, 47 pts  
 Math Lrg. Gains, 77pts  
 Rdg. Imp. of Lowest 25% - 46 pts  
 Math Imp. of Lowest 25%- 68 pts  
 Rdg. AMO –52  
 Math AMO–32  
 2010 – School Grade  
 Rdg. Proficiency, 28%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 47 pts  
 Math Lrg. Gains, 71pts  
 Rdg. Imp. of Lowest 25% - 48 pts  
 Math Imp. of Lowest 25- 68 pts  
 2009 – School Grade  
 Rdg. Proficiency, 25%  
 Math Proficiency, 57%  
 Rdg. Lrg. Gains, 43 pts  
 Math Lrg. Gains, 72 pts  
 Rdg. Imp. of Lowest 25% - 46 pts  
 Math Imp. of Lowest 25%-70 pts

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****N/A**

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

**Areas**

[none selected]

**Credentials**

N/A

**Performance Record**

N/A

**Classroom Teachers****# of classroom teachers**

72

**# receiving effective rating or higher**

72, 100%

**# Highly Qualified Teachers**

64%

**# certified in-field**

1, 1%

**# ESOL endorsed**

10, 14%

**# reading endorsed**

3, 4%

**# with advanced degrees**

39, 54%

**# National Board Certified**

1, 1%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

3, 4%

**# with 6-14 years of experience**

30, 42%

**# with 15 or more years of experience**

38, 53%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Ongoing contact with local and out-of-state colleges and universities.

Highly Qualified Teachers are given leadership/mentoring roles to recruit teachers.

MDCPS beginning teacher support program, Mentoring and Induction for New Teachers (MINT) & ongoing onsite Professional Development. Ongoing contact with local and out-of-state colleges and universities.

Highly Qualified Teachers are given leadership/mentoring roles to recruit teachers.

MDCPS beginning teacher support program, Mentoring and Induction for New Teachers (MINT) & ongoing onsite Professional Development.

Create onsite Professional Learning Committee (PLC).

New teachers and teachers new to the building will be assigned a mentor teacher

**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**

Newly hired teachers are paired with experienced teachers that have volunteered to act as mentors. Mentors meet before/after school to discuss classroom management, lesson planning, data analysis etc,. Opportunities are provided for mentor and mentees to visit each other's classrooms. Model classrooms are made available to the mentee.

**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**

RtI is an extension of William H. Turner Technical Arts High School's MTSS Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

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

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

#### Tier 2

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

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

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

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

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

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

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

#### Tier 1 (Leadership Team)

Administrator(s) Mrs. Lavette Hunter, Mr. Ernesto Mantilla, Dr. Philippe Napoleon, and Stephen Papp will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Mrs. Kitty Childress, Testing Chair
- Dr. Ertha Posey, Student Services Chairperson
- Ms. Tangela Allen, English Dept. Chair

- Ms. Rebeca Hernandez, Science Dept. Chair
- Mr. Louis Dorvil, Mathematics, Dept. Chair
- Dr. Eugenie Anim, SLC Coordinator
- Sandra Zamor, Social Worker
- Mrs. Luethel Boyd, SPED Chair
- Mrs. Wendy Jones, EESAC President
- Mr. Henry Petithomme, Business Community Member

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

#### Tier 2

SPED Chair, Department Chairs, School Social Worker and an administrator of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

SPED Chair, Department Chairs, School Social Worker, and an administrator of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

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

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

2. Managed data will include:

#### Academic

- District Interim assessments through Edusoft for Reading, Math and Science
- District Interim Assessments
- FCAT and EOC Results
- Edusoft Data
- PMRN/FAIR Data
- Student grades
- School site specific assessments
- Achieve 3000
- Reading Plus
- Science and Math GIZMO
- Carnegie Learning Cognitive Tutor
- Riverdeep

- Informal teacher made test Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- COGNOS Data
- Referrals to special education programs

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

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

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at [http://www.floridarti.usf.edu/resources/program\\_evaluation/ta\\_manual\\_revised2012/index.html](http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html) to reach a rating of at least 80% MTSS implementation in the school.

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

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

### **Increased Learning Time/Extended Learning Opportunities**

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

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



**Strategy: Extended Day for All Students****Minutes added to school year: 3,000**

Targeted subgroup and level 1 and 2 students are provided an opportunity to participate in before/after tutorials provided by volunteer teachers. Targeted strategies include:

- enrichment activities in mathematics and reading
- using Reading Plus to address reading deficiencies

Additionally, level 1 and 2 students are encouraged to participate in Saturday School.

Targeted strategies include:

- differentiated instruction (DI)
- enrichment activities in mathematics and reading
- computer based reading and mathematics programs
- use of anchor maps and concept maps.

**Strategy Purpose(s)**

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

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

Reading and mathematics teachers disaggregate students' interim assessment, trend data, and classroom teacher-generated test prior to the beginning of the Saturday Success Academy. This data is used to place students into the Success Academy. On the first day of Saturday Success Academy, students are administered a placement test. An analysis of results is conducted by the Saturday Success Academy teacher. The data is used to develop strategies that will address the needs of the individual students. Finally, students that participate in the before/after tutoring program do so on a volunteer basis. A before/after teacher volunteer list is generated by the administration and provided to students and their parents. Students are guided to the appropriate subject area for tutorial by their counselors, administration, and classroom teachers.

**Who is responsible for monitoring implementation of this strategy?**

Administrators, LLT, and MTSS/RtI members will monitor and implement with fidelity.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Lavette Hunter	Principal
Ernesto Mantilla	Vice Principal
Philippe Napoleon	Assistant Principal
Stephen Papp	Assistant Principal
Kitty Childress	Testing Chair
Delphine Opet	Media Specialist
Ertha R. Posey	Student Services Chairperson
Tangela Allen	English Dept. Chair

Name	Title
Rebeca Hernandez	Science Dept. Chair
Louis Dorvil	Mathematics Dept. Chair
Eugenie Anim	SLC Coordinator
Luethel Boyd	SPED Chair
George Ortiz	UTD Steward
Jose Ugarte	Social Studies Dept. Chair

### How the school-based LLT functions

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meetings at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members' commitment and participation; and
- offering professional growth opportunities in such as educational seminars.

### Major initiatives of the LLT

The purpose of the Literacy Leadership Team this year is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the curriculum including Common Core Standards. Transitional Common Core Standard workshops will be provided throughout the school year. The principal, librarian, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets at least once a month.

## Every Teacher Contributes to Reading Instruction

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

The subject area department chair will provide additional assistance to each teacher with implementing reading strategies within his/her curriculum. Once classes resume, the school-wide Pacing Guide Support Document will be given to each teacher to integrate as a part of their daily lesson. Reading across the curriculum will be implemented through the following process:

- Train teachers on using Webb's Depth of Knowledge (DOK)
- Department Chairs will meet monthly to assist in devising Focus Calendars which are inclusive of all departments
- Common planning will be provided for developing and implementing reading strategies.
- Teachers will use CRISS Strategies across the curriculum.
- Teachers will implement reading across the curriculum.
- Teachers will implement Reading Plus online program in their Language Arts classes.
- Administration will conduct reading data chats with teachers after each Interim assessments.
- Teachers will conduct reading data chats with students and parents.
- Administration will monitor the implementation of reading across the curriculum.
- Common Core Standards workshops will be offered throughout the school year.
- Teachers will infuse Common Core Standards into their curriculum.

Additionally, "Every teacher is a reading teacher at Turner Tech" will be the school motto. Students will read for 15 minutes during their homeroom. Teachers will be encouraged to take students to the library for story/reading time. A book of the month will be advertised and students will be encouraged to read it. Finally, several contest encouraging students to read will be announced throughout the school year.

## 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**

William H. Turner Technical Arts High School incorporates applied and integrated courses by supporting student success through organized work-based learning experiences (on-the-job training, internships, clinicals, in school enterprise and job shadows) in collaboration with our parents/guardians, community, and business partners. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community. All teachers and student services personnel are assigned to a technical academy which meets on a regular basis to facilitate delivery of instruction that integrates the applied and academic curriculum.

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

By promoting Career Pathways and Programs of Study, students at William Turner Technical Arts High School will become academy program graduates achieving a certificate and have a better understanding and appreciation of the postsecondary 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 postsecondary 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 Industry certifications. Readiness for post-secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses

### **Strategies for improving student readiness for the public postsecondary level**

Data from the High School Feedback report showed that 90 percent of students at William H. Turner Technical Arts High taking the SAT and ACT exceeded the district and the state averages. In addition, the percent of Turner Tech graduates enrolled in Florida post-secondary institutions (community colleges, state universities, private colleges, and technical education centers) also exceeded the district and state. William H. Turner Technical Arts High School graduates scored below district and state on ACT and SAT. Turner Tech students scored below the district and the state on the PERT college placement exam.

Turner Tech offers a variety of Advanced Placements (AP), Dual Enrollment (DE), Honors (H), Industry Certification, (IC) and Vocational courses (VC) as listed below:

AP = World History, Psychology, American History, US History, Biology, Chemistry, Physics B, English Lit, English Lang/Comp, Spanish Lit., Spanish Lang, Music Theory, Macroeconomics, Calculus AB, Calculus BC, Statistics.

DE = Writing and Rhetoric, College Algebra, Human Behavior in Criminal Justice, and Intro to Criminal Justice.

H = World History, American History, American Government, Economics, Earth & Space Science Biology, Chemistry, Physics, Anatomy and Physiology, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, English I-IV, and Executive Internship

IC = Horticultural Professional, Adobe Certified Associate (Photoshop), Adobe Certified Associate (Dreamweaver), NCCER Construction Technology, NCCER Concrete Finishing, Autodesk Certified Associate (AutoCAD), First Responder, Certified Nursing Assistance (CNA), Vision Care Aide, Apple

Certified Pro (ACP) Final Cut Pro, Customer Service, and Ready to Work.

VC = Agriscience Foundation, Veterinary. Assistance I-V, Environmental Resources III-IV, Advanced Concepts in Agriscience, Introduction to Information Technology, Digital Design I-III, Business and Entrepreneurship, Legal Aspect of Business, Business Supervision, Foundations of Web Design, Business Cooperation of Education, Accounting Applications, Introduction to Computers, Web Masters, Health Science I and II, Nursing Assistant III, Medical Laboratory Assisting III-IV, First Responder III, Vision Care Assistant III-IV, Home Health Aide III, Electorcardio Aide III, Health Occupation, Practical Nursing II-IV, Drafting I-IV, Building Construction Technology I-IV, Carpentry and Cabinetmaking I, Television Production I-IV, Film Production Equipment Operations I-IV, Industrial Education Directed, Finance and Business Technology, Financial Operations III, Personal Financial Planning, Criminal Justice Operations I-IV, Teaching Assisting II-IV, Public Service Education Directed, and Communication Technology I-II.

Turner Tech will use the following strategies to improve student readiness for public postsecondary placement:

Extend Dual Enrollment opportunities to students across academies.

Introduce students to ePEP and Florida Choices online.

Enhance reference and research skills through Research Career/Decision Making - Capstone Course.

Increase student awareness of requirements for TECH Prep/Career Pathways articulation with post-secondary institutions.

Consider offering Adult Education classes in SAT and ACT Prep.

Investigate Florida Virtual School as an option for students to take classes in SAT and ACT Prep.

Use Junior Career Conference and College Fair to provide our post-secondary partners with the opportunity to offer college planning presentations.

Participate in College Summit Program (approximately 200 seniors; 50 who are student mentors).

Use Title I funds to purchase testGear software for ACT/SAT Prep.

Continue to provide access to College Resource Room to students during the lunch periods.

## 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	60%	57%	Yes	64%
American Indian				
Asian				
Black/African American	59%	56%	Yes	63%
Hispanic	61%	62%	Yes	65%
White				
English language learners	27%	25%	No	34%
Students with disabilities	32%	44%	Yes	39%
Economically disadvantaged	59%	56%	Yes	63%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	287	35%	38%
Students scoring at or above Achievement Level 4	188	23%	24%

### 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>		66%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

**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)	47	82%	84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	51%	56%

**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.		76%	78%

**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	314	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%		No	49%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	48%		No	54%
White				
English language learners	44%		No	50%
Students with disabilities				
Economically disadvantaged	42%		No	48%

**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	43%	76%	Yes	49%
American Indian				
Asian				
Black/African American	43%	75%	Yes	48%
Hispanic	48%	77%	Yes	54%
White				
English language learners	44%	71%	Yes	50%
Students with disabilities				
Economically disadvantaged	42%	76%	Yes	48%

**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)		72%	75%
Students in lowest 25% making learning gains (EOC)		66%	69%

**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.		51%	56%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	45%	47%
Students scoring at or above Achievement Level 4	75	31%	31%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	47%	50%
Students scoring at or above Achievement Level 4	65	18%	19%

**Area 4: Science****High School Science****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%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	230	57%	60%
Students scoring at or above Achievement Level 4	41	10%	11%

**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)	24		1
Participation in STEM-related experiences provided for students	347	24%	25%



**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1096	76%	77%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	99%
Students taking one or more advanced placement exams for STEM-related courses	67	0%	1%
CTE-STEM program concentrators	949		950
Students taking CTE-STEM industry certification exams	414	28%	29%
Passing rate (%) for students who take CTE-STEM industry certification exams		61%	62%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1450	100%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	285	19%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	99%
Students taking CTE industry certification exams	414	28%	29%
Passing rate (%) for students who take CTE industry certification exams		61%	62%
CTE program concentrators	948	65%	949%
CTE teachers holding appropriate industry certifications	12	100%	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	61	4%	3%
Students in ninth grade with one or more absences within the first 20 days	20	12%	10%
Students in ninth grade who fail two or more courses in any subject	22	5%	4%
Students with grade point average less than 2.0	30	2%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	79	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	1%	1%
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)	305	97%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	38	90%	90%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	427	93%	93%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

See Parental Involvement Plan(PIP)

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**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.** The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.
- G2.** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 2 percentage points to 78%.
- G3.** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%.
- G4.** The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.
- G5.** The result of the 2013 postsecondary readiness report indicates that 51% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 5 percentage points to 56%.
- G6.** The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 47%.
- G7.** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%.
- G8.** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.
- G9.** During the 2012-2013 school year, 24 STEM related activities were provided for all students. Our goal for the 2013-2014 school year is to increase STEM related activities by 1% to 25.
- G10.** The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.
- G11.** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points.
- G12.** All students will decrease in the early warning system category by 1 percentage point..

**G13.** Increase the percentage of students graduating by 1%.

### Goals Detail

**G1.** The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Teachers, Hands-on manipulative, Jamestown Navigator, Edge, Reading Plus, USA Today, FCAT Explorer, Achieve 3000, District Pacing Guides, and Virtual Library.

### **Targeted Barriers to Achieving the Goal**

- The result of the 2013 FCAT 2.0 Reading Exam indicates that 25% of ELL students achieved proficiency. Our goal is to increase ELL student proficiency by 9 percentage points to 34%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students in the ELL subgroup was Reporting Category 1: Vocabulary due to limited understanding and exposure to the meaning of conceptually advanced prefixes, suffixes synonyms, antonyms and root words.
- The result of the 2013 FCAT 2.0 Reading Exam indicates that 35% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for Level 3 students was Reporting Category 4: Informational Text/Research Process due to limited practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.
- The result of the 2013 FCAT 2.0 Reading Exam indicates that 23% of students achieved level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 student proficiency by 1 percentage points to 24%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for Level 4 and 5 students was Reporting Category 4: Informational Text/Research Process due to limited practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.
- The result of the 2013 FCAT 2.0 Reading Exam indicates that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 66%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students making learning gains was Reporting Category 4: Informational Text/Research Process due to limited exposure to collecting , evaluating, and summarizing information using a variety of techniques from multiple sources (encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details, main idea(s) and details.
- The result of the 2013 FCAT 2.0 Reading Exam indicates that 69% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students in the lowest 25% achieving learning gains by 3 percentage points to 72%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students making learning gains was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.
- The result of the 2013 CELLA Exam indicates that 82% of students achieved proficiency on Listening/Speaking. Our goal is to increase student proficiency by 2 percentage points to 84%. The area of deficiency on the 2013 CELLA Exam was Listening/Speaking. Students have limited opportunities to communicate in English both at home and within their communities.
- The result of the 2013 CELLA Exam indicates that 42% of students achieved proficiency on Reading. Our goal is to increase student proficiency by 6 percentage points to 48%. The area of deficiency on the 2013 CELLA Exam was Reading since students have little opportunities to read in English while at home or in their community.

- The result of the 2013 CELLA Exam indicates that 51% of students achieved proficiency on Writing. Our goal is to increase student proficiency by 5 percentage points to 56%. The area of deficiency on the 2013 CELLA Exam was writing since students have few opportunities to write in English while at home or in their community.

### Plan to Monitor Progress Toward the Goal

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule:

After each Interim assessment

#### Evidence of Completion:

Results of Interim assessments

**G2.** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation "college ready". Our goal is to increase college readiness by 2 percentage points to 78%.

### Targets Supported

#### Resources Available to Support the Goal

- Provide opportunities for students to meet with the CAP advisor. Have additional resources online or in paperback copies of ACT, SAT, and P.E.R.T study guides available in the library. Offer SAT, ACT, or P.E.R.T courses during the school day. Ensure that rigor is present in every course.

#### Targeted Barriers to Achieving the Goal

- The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation "college ready". Our goal is to increase college readiness by 2 percentage points to 78%. Students in grades 11th and 12th are not academically challenged/prepared to pass the P.E.R.T, ACT or SAT Exam.

### Plan to Monitor Progress Toward the Goal

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

After each Interim assessment

**G3.** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing and Poetry competition, capstone project, journal writing across curriculum, journalism, District Pacing Guides, and creative writing courses available on the master schedule.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%. The area of deficiency as noted on the 2013 FCAT 2.0 Writing Exam was Writing Application; students are having difficulty with standard language conventions

**Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule:**

After each Interim assessment

**Evidence of Completion:**

Results of Interim assessments

**G4.** The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.

**Targets Supported**

**Resources Available to Support the Goal**

- Using graphing calculator, FCAT Explorer, Khan Academy, Algebra Nation, online resources, upward bound program, District Pacing Guides, and Anchor maps.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 EOC Algebra I Exam indicates that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 75%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.
- The result of the 2013 EOC Algebra I Exam indicates that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 69%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.



### Plan to Monitor Progress Toward the Goal

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

After each Interim assessment.

**Evidence of Completion:**

Results of Interim assessments

**G5.** The result of the 2013 postsecondary readiness report indicates that 51% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 5 percentage points to 56%.

**Targets Supported****Resources Available to Support the Goal**

- Provide opportunities for students to meet with the CAP advisor. Have additional resources online or in paperback copies of ACT, SAT, and P.E.R.T study guides available in the library and upward bound program. Offer SAT, ACT, or P.E.R.T math courses during the school day. Ensure that rigor is present in every course.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 postsecondary readiness report indicates that 51% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 5 percentage points to 56%. Students in grades 11th and 12th are not academically challenged/prepared to pass the math portion of P.E.R.T, ACT or SAT Exam.

### Plan to Monitor Progress Toward the Goal

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

After each Interim assessment

**Evidence of Completion:**

Results of Interim assessments

**G6.** The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 47%.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Using graphing calculator, FCAT Explorer, Algebra Nation, Khan Academy, online resources, upward bound program, District Pacing Guides, and Anchor maps.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 47%. The area of deficiency on the 2013 EOC Algebra1 Exam was Reporting Category 3: Rational, Radicals, Quadratics, and discrete Mathematics. Students are having difficulty the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem
- The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2% percentage points to 47%. The area of deficiency on the 2013 EOC Algebra1 Exam was Reporting Category 2: Polynomials. Students are having difficulty construct arguments and critique arguments of peers. Students are unable justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

**Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

After each Interim assessment

**Evidence of Completion:**

Results of Interim assessments

**G7.** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Using graphing calculator, FCAT Explorer, Khan Academy, online resources, manipulative, upward bound program, District Pacing Guides, and Anchor maps.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%. The area of deficiency on the 2013 EOC Geometry Exam was Reporting Category 3: Trigonometry and Discrete Mathematics. Students are having difficulty applying geometric concepts in modeling real-world situations.
- The result of the 2013 EOC Geometry Exam indicates that 18% of upper third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 19%. The area of deficiency on the 2013 EOC Geometry Exam was Reporting Category 2: Three-Dimensional Geometry. Students are having difficulty with identifying and using properties of congruent and similar solids to solve problems.

**Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

After each Interim assessment.

**Evidence of Completion:**

Results of Interim assessments

**G8.** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Using graphing calculator, FCAT Explorer, ExploreLearning, GIZMOS, Discovery Education, vernier labs, project based learning, online resources, graphical analyzes, manipulative, District Pacing Guides, and essential labs.

**Targeted Barriers to Achieving the Goal**

- The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%. The area of deficiency on the 2013 EOC Biology Exam was Reporting Category 1: Molecular and Cellular Biology. Students are having difficulty with identifying and understanding molecules and cellular organisms
- The result of the 2013 EOC Biology Exam indicates that 10% of level 4 and 5 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 11%. Results of the 2013 EOC Biology Exam indicate that students demonstrated difficulty in the reporting categories 2, Classification, heredity, and evolution. Students are having difficulty with identifying and understanding heredity and evolution.

**Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

After each Interim assessment

**Evidence of Completion:**

Results of Interim assessments

**G9.** During the 2012-2013 school year, 24 STEM related activities were provided for all students. Our goal for the 2013-2014 school year is to increase STEM related activities by 1% to 25.

**Targets Supported**

- STEM
- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- FCAT Explorer, ExploreLearning GIZMOS, Discovery Education online resources, manipulative, essential labs, CTE community partners, Miami Dade Fair and Expo, community partners, Fair Child Challenge, CTE-STEM labs.

**Targeted Barriers to Achieving the Goal**

- During the 2012-2013 school year, 24 STEM related activities were provided for students to participate. Our goal for the 2013-2014 school year is to increase STEM related activities and students participation by 1% to 25. Results of the 2013 STEM school data logs indicate that 247 students participated in 24 STEM related activities/experiences. Barriers to providing additional STEM related activities are funding, community resources, and time.
- During the 2012-2013 school year, 98% of students that were enrolled in STEM related accelerated courses were completers with 0% of the students passing AP STEM exams. Our goal for the 2013-2014 school year is to increase STEM related completer and AP passing rates by 1 percentage point to 99% and 1%. Barriers to having students complete the STEM courses and pass the AP exam include students having difficulty with identifying with the problem solving process and answering higher order thinking questions.
- During the 2012-2013 school year, 949 students were CTE-STEM program concentrators while 61% of the students passed the CTE-STEM industry certification exams. Our goal for the 2013-2014 school year is to increase CTE-STEM program concentrators by 1 percentage point to 950 and students' passing rate of CTE-STEM industry exams by 1 percentage point to 62%. Students lack the background knowledge for the area of CTE-STEM certification; CTE teacher need professional development in differentiated instruction; and scheduling of courses to meet the students' academic needs in CTE-STEM programs.

**Plan to Monitor Progress Toward the Goal**

Results of field trip logs; hands-on science activities; professional learning communities will be established in order to develop and implement an action plan; data chats with students and teachers.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

2014 passing rates of students in STEM and CTE-STEM related AP courses and results from the 2014 CTE-STEM industry certification exams..

**G10.** The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.

### **Targets Supported**

- CTE

### **Resources Available to Support the Goal**

- GMetrix, EDMODO, Teacher Blogs, Tou/School Tube, National Academy Foundation (NAF), online curriculum, NAF/STEM Advisory Board,CTSO Study Guides, CTSSO District, State, National Competitions/Leadership Conference, Florida Ready to Work web-bases curriculum. Students that attend NAF and STEM Conferences. CTE community partners, Miami Dade Fair and Expo, community partners, CTE labs, Reading Plus, FCAT Explorer, Discovery Education, and Saturday Success Academy.

### **Targeted Barriers to Achieving the Goal**

- The completion rate for CTE students enrolled in CTE courses and accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase CTE students enrollment in accelerated courses by 1 percentage point to 19%. Areas of concern include: access to labs; lack of CTE textbooks; equipment; software,large classes; multiple preps in same class period in order to accommodate the master schedule; District mandates on numbers in CTE classes; accelerated courses and intensive reading courses conflict with CTE course offered on the master schedule; additional accelerated courses teachers need to be hired to help accommodate the schedule; and students passing rate in the EOC and Reading 2.0 also needs to improve in order to better accommodate their schedule.
- For the 2013 school year, 28 % of students took a CTE exam with a 61% passing rate and 948 students were CTE program concentrators. Our goal for the 2014 school year, is to increase the passing rate by 1 percentage point to 29% and CTE program concentrators to 949. Barriers include: access to labs; lack of CTE textbooks; equipment; software,large classes; and multiple preps in same class period in order to accommodate the master schedule.

### **Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### **Target Dates or Schedule:**

Monthly

### **Evidence of Completion:**

After each Interim assessment

**G11.** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to 2% points.

**Targets Supported**

- U.S. History EOC

**Resources Available to Support the Goal**

- District pacing guides, lesson plans, summer reading project, Discovery education, History videos, reading plus, and professional development in US History.

**Targeted Barriers to Achieving the Goal**

- The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to 2% points. Barriers include reading levels, no common planning, background knowledge, and new testing standards.
- The result of the 2013 US History baseline exam indicates that 34% of middle third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 35%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 3: U.S. and Defense of the International Peace.
- The result of the 2013 US History baseline exam indicates that 37% of upper third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 38%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 2: Global Military, Political, and Economic Challenges.

**Plan to Monitor Progress Toward the Goal**

Results of formative assessments will be disaggregated by teachers using the FCIM; data chats with students and teachers; and review of classroom data teachers' binders.

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule:**

After each Interim assessment

**Evidence of Completion:**

Results of Interim assessments

**G12. All students will decrease in the early warning system category by 1 percentage point..**

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- FCIM, COGNOS, Attendance Committee, Student Code of Conduct, Student Progression Plan, Counselor Conner website, Connect ED system, teachers, Alternative to Suspension Plan, Adult Ed, non-instructional personnel (clerical, paras), daily school attendance reports, student contracts, parents, and gradebook.

**Targeted Barriers to Achieving the Goal**

- 2013 school attendance indicates that 4% of students missed 10% or more instructional time. The percentage of 9th grade students with one or more absences within the first 20 days is 12%. Our goal for 2013-2014 is to decrease students missing 10% of instructional time by 1 percentage point to 3% and decrease 9th grade students with one or more absences within the first 20 days to 10%. There are limited opportunities to recognize student for daily attendance and satisfactory achievement. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.
- 2013 school failure report indicate that 5% of 9th grade students failed two or more courses. Student history reports for the same year show that 2% of the students have a GPA that is less than 2.0. Our goal for 2013-2014 is to decrease 9th grade students failing two or more courses by 1 percentage point to 4% and decrease the number of students with a GPA of 2.0 or less to 1%. Students and parents are unaware of the graduation requirements based on the Student Progression Plan and the consequences for non-compliance.
- According to the 2013 referral and suspension report, 6% of students received two or more behavior referrals and 1% of students received referrals that lead to suspension. Our goal for 2013-2014 is to decrease referral and suspension by 1 percentage point. Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension.

**Plan to Monitor Progress Toward the Goal**

Monitor students attendance, failure report, student history report; parent students meetings; professional learning community meetings; and use the FCIM to disaggregated data.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule:**

Quarterly.

**Evidence of Completion:**

Results 2014 COGNOS, failure, and student history report.



### **G13. Increase the percentage of students graduating by 1%.**

#### **Targets Supported**

- EWS - Graduation

#### **Resources Available to Support the Goal**

- CAP Advisor, ConnectEDU, EDMODO, Virtual School, Student Portal, Parent Portal, Adult Ed, Course Credit Analysis, Gradebook, Failure Reports, Student Histories, and RtI

#### **Targeted Barriers to Achieving the Goal**

- During the 2013 school year, 1% of students dropped out of school. Our goal is to decrease the percentage of high school students dropping out of school from 1% to < 1%. Parents and students are not aware of the graduation requirements and current academic status.
- The percentage of students graduating in 4 years (Federal Uniform Graduation) will not drop below 97%; the percentage of academically at-risk students graduating in 4 years will remain at 90% or show an increase; and the percentage of students graduating in 5 years with a Standard Diploma will remain at or increase from 93%. Parents and students are not aware of the graduation requirements and current status of the student.

#### **Plan to Monitor Progress Toward the Goal**

Monitor the implementation of credit history reviews; parent meetings to address graduation requirements and students' progress; and use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule:**

Second month of the year and quarterly

#### **Evidence of Completion:**

Results of 2014 graduation rates.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.

**G1.B1** The result of the 2013 FCAT 2.0 Reading Exam indicates that 25% of ELL students achieved proficiency. Our goal is to increase ELL student proficiency by 9 percentage points to 34%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students in the ELL subgroup was Reporting Category 1: Vocabulary due to limited understanding and exposure to the meaning of conceptually advanced prefixes, suffixes synonyms, antonyms and root words.

**G1.B1.S1** Students will receive additional instruction in differences in meaning due to context while engaging in affix or root word activities. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### Action Step 1

Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

#### Facilitator:

Language Arts Department Head

#### Participants:

Language Arts and Reading Teachers.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G1.B1.S2** ELL classrooms will be scheduled once a week in the Language Arts Computer Lab to ensure that students have access to online reading programs and Achieve 3000. Teacher will use FAIR Boxing protocols to identify and target specific strategies for ELL students. Emphasis will be placed on strategies addressing Vocabulary, Reading Application, Informational Text/Research Process.

**Action Step 1**

ELL classrooms will be scheduled once a week in the Language Arts Computer Lab to ensure that students have access to online reading programs and Achieve 3000. Teacher will use FAIR Boxing protocols to identify and target specific strategies for ELL students. Emphasis will be placed on strategies addressing Vocabulary, Reading Application, Informational Text/Research Process.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G1.B1.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Literary Leadership Team (LLT)

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G1.B2** The result of the 2013 FCAT 2.0 Reading Exam indicates that 35% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 3 percentage points to 38%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for Level 3 students was Reporting Category 4: Informational Text/Research Process due to limited practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

**G1.B2.S1** Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### Action Step 1

Emphasize instruction that helps students build stronger arguments to support their answers; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G1.B2.S2** For those students that are identified as in need of additional assistance, an interventionist will provide push in/pull out tutorial sessions. Reading Boot camp will be established targeting Reading Application and Category 3: Literary Analysis Fiction/Non-fiction for Economical Disadvantaged students. Teachers will use FAIR Boxing protocols to identify and target specific strategies for SWD students with an emphasize on strategies addressing Reading Application and Informational Text/Research Process. Black and Hispanic students will participate in reading plus activities three times a week for thirty minutes.

### **Action Step 1**

For those students that are identified as in need of additional assistance, an interventionist will provide push in/pull out tutorial sessions. Reading Boot camp will be established targeting Reading Application and Category 3: Literary Analysis Fiction/Non-fiction for Economical Disadvantaged students. Teachers will use FAIR Boxing protocols to identify and target specific strategies for SWD students with an emphasize on strategies addressing Reading Application and Informational Text/Research Process. Black and Hispanic students will participate in reading plus activities three times a week for thirty minutes.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G1.B2.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Literary Leadership Team (LLT)

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G1.B3** The result of the 2013 FCAT 2.0 Reading Exam indicates that 23% of students achieved level 4 and 5 proficiency. Our goal for the 2013-2014 school year is to increase level 4 and 5 student proficiency by 1 percentage points to 24%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for Level 4 and 5 students was Reporting Category 4: Informational Text/Research Process due to limited practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

**G1.B3.S1** Students in grade 9 will use Reading Plus and FCAT Explorer to strengthen Vocabulary, Literary Analysis Fiction/Non-Fiction, and Informational Text/Research Process. Students in grade 10 will be utilizing Speaker-Occasion-Audience-Purpose-Subject-Tone (SOAPS Tone) strategies to enhance Category 3: Literary Analysis Fiction/Non-Fiction. Project-based learning and enrichment strategies will be implemented with students maintaining proficiency. Based on Webb's Levels of Complexity, moderate and high complexity level questions will be frequently used with these students. An interventionist will pull out/push in targeted bubble students. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### Action Step 1

Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.



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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G1.B3.S1**

Classroom visits; data chats with teachers and students; and review of data binders.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G1.B4** The result of the 2013 FCAT 2.0 Reading Exam indicates that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase students achieving learning gains by 4 percentage points to 66%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students making learning gains was Reporting Category 4: Informational Text/Research Process due to limited exposure to collecting , evaluating, and summarizing information using a variety of techniques from multiple sources (encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details, main idea(s) and details.

**G1.B4.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will also analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **Action Step 1**

Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions; emphasize instruction that helps students build stronger arguments to support their answer; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### Plan to Monitor Effectiveness of G1.B4.S1

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Edusoft tests.

**G1.B4.S2** In grade 9, teachers will use graphic organizers, summarization activities, and text marking to address the deficiencies in Category 4: Informational Text/Research Process. Tenth grade teachers will use content area vocabulary and story maps along with FCAT Explorer to target deficiencies in Vocabulary and Category 2: Reading Application.

#### Action Step 1

In grade 9, teachers will use graphic organizers, summarization activities, and text marking to address the deficiencies in Category 4: Informational Text/Research Process. Tenth grade teachers will use content area vocabulary and story maps along with FCAT Explorer to target deficiencies in Vocabulary and Category 2: Reading Application.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

### **Plan to Monitor Fidelity of Implementation of G1.B4.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G1.B4.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G1.B5** The result of the 2013 FCAT 2.0 Reading Exam indicates that 69% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students in the lowest 25% achieving learning gains by 3 percentage points to 72%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students making learning gains was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B5.S1** Students will practice identifying the methods of development, as well as multiple patterns within a single passage. Students will also practice analyzing how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **Action Step 1**

Teach students to graphically depict comparison-and-contrast relationships to help understand them; practice identifying the methods of development, as well as multiple patterns within a single passage; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests

## **Plan to Monitor Effectiveness of G1.B5.S1**

Classroom visits; data chats with teachers and students; and review of data binders

### **Person or Persons Responsible**

Literary Leadership Team (LLT)

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G1.B5.S2** Students will participate in a week long FCAT Reading Camp focusing on the 4 categories and test taking strategies. The reading Interventionist will provide additional support to students in the Intensive Reading Plus, Edge and Intensive Reading classrooms. All Intensive Reading classrooms will participate in reading plus activities three times a week for thirty minutes.

### **Action Step 1**

Students will participate in a week long FCAT Reading Camp focusing on the 4 categories and test taking strategies. The reading Interventionist will provide additional support to students in the Intensive Reading Plus, Edge and Intensive Reading classrooms. All Intensive Reading classrooms will participate in reading plus activities three times a week for thirty minutes.

### **Person or Persons Responsible**

Reading Teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

### **Plan to Monitor Fidelity of Implementation of G1.B5.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G1.B5.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G1.B6** The result of the 2013 CELLA Exam indicates that 82% of students achieved proficiency on Listening/Speaking. Our goal is to increase student proficiency by 2 percentage points to 84%. The area of deficiency on the 2013 CELLA Exam was Listening/Speaking. Students have limited opportunities to communicate in English both at home and within their communities.

**G1.B6.S1** Students' speaking skills will improve by using the listed instructional strategies: cooperative learning to build linguistic and academic skills. Teacher/student led groups will be used to model language patterns and structures used in the English language; classroom discussions; students will be provided with meaningful language practice using authentic materials as to structure conversations around books and subjects that build vocabulary. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **Action Step 1**

Provide role playing activities; think aloud opportunities; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

ELL teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

#### **Facilitator:**

Language Arts Department Chair

#### **Participants:**

ELL Teacher

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.



### Plan to Monitor Effectiveness of G1.B6.S1

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Edusoft tests.

**G1.B6.S2** ELL students will use online programs such as Riverdeep, FCAT Explorer, Discovery Education and Reading Plus. They will be required to utilize online program for a minimum of 30 minutes three times a week..

#### Action Step 1

ELL students will use online programs such as Riverdeep, FCAT Explorer, Discovery Education and Reading Plus. They will be required to utilize online program for a minimum of 30 minutes three times a week..

#### Person or Persons Responsible

ELL teacher

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, program logs, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

### Plan to Monitor Fidelity of Implementation of G1.B6.S2

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

### Plan to Monitor Effectiveness of G1.B6.S2

Classroom visits; data chats with teachers and students; and review of data binders

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Interim assessments, students work, Thinkgate tests

**G1.B6.S3** Provide students with opportunities to participate in small groups that retell events/stories. Students will be selected to share his or her event/story with the group.

**Action Step 1**

Provide students with opportunities to participate in small groups that retell events/stories. Students will be selected to share his or her event/story with the group.

**Person or Persons Responsible**

ELL teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

### Plan to Monitor Fidelity of Implementation of G1.B6.S3

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### Plan to Monitor Effectiveness of G1.B6.S3

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G1.B7** The result of the 2013 CELLA Exam indicates that 42% of students achieved proficiency on Reading. Our goal is to increase student proficiency by 6 percentage points to 48%. The area of deficiency on the 2013 CELLA Exam was Reading since students have little opportunities to read in English while at home or in their community.

**G1.B7.S1** Student will list all the information he/she knows or thinks he/she knows under the heading “What I Know”, then the learner makes an inventory of “what I Want to Know”, categorizing the information about the topic the student expects to use. This column can also be used for further learning and/or research. After reading, the students add the information learned about the topic, “What I Learned”. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

#### Action Step 1

K-W-L will be used with students; focus on key vocabulary, with context clues, and utilizing vocabulary improvement strategy as a mean to create word walls and graphic organizers; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### Person or Persons Responsible

ELL teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G1.B7.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **G1.B7.S2 Students will use the reading plus program three times a week for thirty minutes.**

#### **Action Step 1**

Students will use the reading plus program three times a week for thirty minutes.

#### **Person or Persons Responsible**

ELL teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, program logs, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

### **Plan to Monitor Fidelity of Implementation of G1.B7.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G1.B7.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G1.B7.S3** Students will discuss read-alouds with the class to enhance and expand student understanding.

#### **Action Step 1**

Students will discuss read-alouds with the class to enhance and expand student understanding.

#### **Person or Persons Responsible**

ELL teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

### **Plan to Monitor Fidelity of Implementation of G1.B7.S3**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G1.B7.S3**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G1.B8** The result of the 2013 CELLA Exam indicates that 51% of students achieved proficiency on Writing. Our goal is to increase student proficiency by 5 percentage points to 56%. The area of deficiency on the 2013 CELLA Exam was writing since students have few opportunities to write in English while at home or in their community.

**G1.B8.S1** Instruction will be provided on the writing process steps: planning, editing, and publishing, as well as, opportunities for sharing and responding to writing will be made available. Graphic organizers will also be used. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **Action Step 1**

Provide opportunities for students to write in their response and dialogue; word wall activities implemented across curriculum; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM

#### **Person or Persons Responsible**

ELL teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### Plan to Monitor Effectiveness of G1.B8.S1

Classroom visits; data chats with teachers and students; and review of data binders

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Interim assessments, students work, Edusoft tests

**G1.B8.S2** Students will use reading response journal/logs to record their thoughts and questions about anything they are reading, including content area and/or research material.

**Action Step 1**

Students will use reading response journal/logs to record their thoughts and questions about anything they are reading, including content area and/or research material.

**Person or Persons Responsible**

ELL teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.

### Plan to Monitor Fidelity of Implementation of G1.B8.S2

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

**Person or Persons Responsible**

Literary Leadership Team (LLT)

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Interim assessments, students work, Thinkgate tests.



## Plan to Monitor Effectiveness of G1.B8.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Literary Leadership Team (LLT)

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G2.** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 2 percentage points to 78%.

**G2.B1** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 2 percentage points to 78%. Students in grades 11th and 12th are not academically challenged/prepared to pass the P.E.R.T, ACT or SAT Exam.

**G2.B1.S1** Rigor will be implemented and monitored by administrative team across curriculum. Teachers will use the Webb's Depth of Knowledge stems in their courses assignments. Students will participate in Saturday school ACT/SAT prep course. Additionally, College Readiness courses will be offered online for 11th and 12th graders.

### Action Step 1

Incorporate SAT, ACT , P.E.R.T questions into their lessons; Webb’s Depth of Knowledge stems will be implemented across curriculum; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 College entrance exams.

### Facilitator:

CAP Advisor

### Participants:

Teachers

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G2.B1.S2** The Interventionist will pull out targeted 11th and 12th grade students. A Reading crunch time action plan has been developed and is being implemented to meet the needs of the students. Teachers are implementing the Reading Plus program to improve reading level of students. Twelfth grade students are meeting with post secondary institutions to improve college readiness.

### **Action Step 1**

The Interventionist will pull out targeted 11th and 12th grade students. A Reading crunch time action plan has been developed and is being implemented to meet the needs of the students. Teachers are implementing the Reading Plus program to improve reading level of students. Twelfth grade students are meeting with post secondary institutions to improve college readiness.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, program logs interim assessment, results from 2014 College entrance exams.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G2.B1.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Literary Leadership Team (LLT)

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G3.** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%.

**G3.B1** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%. The area of deficiency as noted on the 2013 FCAT 2.0 Writing Exam was Writing Application; students are having difficulty with standard language conventions

**G3.B1.S1** Students using graphic organizers/strategies ( e.g., linear graphic organizers, timelines and storyboards that focus on one main event, drafting a piece that is focused on one main idea/event with ample development of supporting details, and creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through writing content.

### Action Step 1

Incorporate writing across curriculum through writing journals; participate in writing and poetry competitions; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Results from 2014 FCAT Writing 2.0.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G3.B1.S2** Language Arts and Creative Writing teachers will implement a crunch time action plan. Peer editing will be implemented in all Language arts and Creative Writing classrooms. Turn-it-in will be used by teachers to analyze students responses to the essays.

#### **Action Step 1**

Language Arts and Creative Writing teachers will implement a crunch time action plan. Peer editing will be implemented in all Language arts and Creative Writing classrooms. Turn-it-in will be used by teachers to analyze students responses to the essays.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Results from 2014 FCAT Writing 2.0.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G3.B1.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G4.** The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.

**G4.B1** The result of the 2013 EOC Algebra I Exam indicates that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 75%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.

**G4.B1.S1** Students will be provided with the opportunities to use Venn diagrams to explore relationships and patterns between sets and to solve simple quadratic equations with rational solutions. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### **Action Step 1**

Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 mathematics EOC exams.

#### **Facilitator:**

Mathematics Department Head

#### **Participants:**

Mathematics teachers

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G4.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G4.B1.S2** Black and Hispanic students will use online applications such as Gizmos and Math Explorer. SWD will be create and display anchor charts in their mathematics classroom.

#### **Action Step 1**

Black and Hispanic students will use online applications such as Gizmos and Math Explorer. SWD will be create and display anchor charts in their mathematics classroom.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, program logs, anchor charts, interim assessment, results from 2014 mathematics EOC exams.



### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G4.B1.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G4.B2** The result of the 2013 EOC Algebra I Exam indicates that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 69%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.

**G4.B2.S1** Students will be provided opportunities to symbolically represent, solve, graph, and interpret linear equations, inequalities, and systems of linear equations in two variables. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### **Action Step 1**

Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 EOC Algebra I.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### Plan to Monitor Effectiveness of G4.B2.S1

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Edusoft tests

**G4.B2.S2** Math tutorials will be provided by the Math Interventionist through push in/pull out for the Black, Hispanic, ED, and ELL subgroups.

#### Action Step 1

Math tutorials will be provided by the Math Interventionist through push in/pull out for the Black, Hispanic, ED, and ELL subgroups.

#### Person or Persons Responsible

Mathematics teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 mathematics EOC exams.

### Plan to Monitor Fidelity of Implementation of G4.B2.S2

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G4.B2.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G5.** The result of the 2013 postsecondary readiness report indicates that 51% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 5 percentage points to 56%.

**G5.B1** The result of the 2013 postsecondary readiness report indicates that 51% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 5 percentage points to 56%. Students in grades 11th and 12th are not academically challenged/prepared to pass the math portion of P.E.R.T, ACT or SAT Exam.

**G5.B1.S1** Rigor will be implemented and monitored by administrative team across curriculum. Honors and AP math courses will target all students. Additionally, Students are participating in Saturday school ACT/SAT prep course. Interventionist will pull out targeted 11th and 12th grade students.

### Action Step 1

Incorporate SAT, ACT , P.E.R.T questions into their lessons; Webb’s Depth of Knowledge stems will be implemented across curriculum; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Mathematics teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 College entrance exams.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G5.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G5.B1.S2** Twelfth grade students are meeting with post secondary institutions to improve college readiness. Math College Readiness courses will be offered online for 11th and 12th graders. Mathematics crunch time action plan has been developed and implemented to meet the needs of the students.

### **Action Step 1**

Twelfth grade students are meeting with post secondary institutions to improve college readiness. Math College Readiness courses will be offered online for 11th and 12th graders. Mathematics crunch time action plan has been developed and implemented to meet the needs of the students.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 mathematics EOC exams.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G5.B1.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G6.** The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 47%.

**G6.B1** The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 3 proficiency. Our goal for the 2013-2014 school year is to increase level 3 student proficiency by 2 percentage points to 47%. The area of deficiency on the 2013 EOC Algebra1 Exam was Reporting Category 3: Rational, Radicals, Quadratics, and discrete Mathematics. Students are having difficulty the use of technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem

**G6.B1.S1** Students will be provided with the opportunities to use Venn diagrams to explore relationships and patterns between sets and to solve simple quadratic equations with rational solutions. They will also practice solving algebraic proportions in real-world or mathematical contexts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### Action Step 1

Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Mathematics teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading. Results from 2014 EOC Algebra I.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.



**G6.B2** The result of the 2013 EOC Algebra I Exam indicates that 45% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2% percentage points to 47%. The area of deficiency on the 2013 EOC Algebra1 Exam was Reporting Category 2: Polynomials. Students are having difficulty construct arguments and critique arguments of peers. Students are unable justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

**G6.B2.S1** Students will be provided with enrichment activities that allows them to completely factor polynomials expressions when more than one method is required., simplify rational expressions and divide polynomials by monomials. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### **Action Step 1**

Provide opportunities for students to construct arguments and critique arguments of peers; encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 EOC Algebra I.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

## Plan to Monitor Effectiveness of G6.B2.S1

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Edusoft tests.

**G7.** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%.

**G7.B1** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%. The area of deficiency on the 2013 EOC Geometry Exam was Reporting Category 3: Trigonometry and Discrete Mathematics. Students are having difficulty applying geometric concepts in modeling real-world situations.

**G7.B1.S1** Students will be provided with activities that allow them to determine whether two propositions are logically equivalent in mathematical or real-world contexts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content. Mathematics

### Action Step 1

Provide opportunities for students to practice with using methods of direct and indirect proof to determine whether a proof is logically valid; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Mathematics teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 EOC Geometry Exam.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G7.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G7.B1.S2** An interventionist will provide pull out/push tutoring to selected targeted students. Students will participate in geometry boot camp. A Mathematics crunch time action plan has been developed and will be implemented to meet the needs of the students in all of the subgroups.

#### **Action Step 1**

An interventionist will provide pull out/push tutoring to selected targeted students. Students will participate in geometry boot camp. A Mathematics crunch time action plan has been developed and will be implemented to meet the needs of the students in all of the subgroups.

#### **Person or Persons Responsible**

Geometry Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 Geometry EOC exam.

### **Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G7.B1.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G7.B1.S3** Students will use online applications such as Gizmos and Math Explorer. They will create and display anchor charts in their Geometry classroom.

#### **Action Step 1**

Students will use online applications such as Gizmos and Math Explorer. They will create and display anchor charts in their Geometry classroom.

#### **Person or Persons Responsible**

Geometry teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, program logs, anchor charts, interim assessment, results from 2014 Geometry EOC exam.

### **Plan to Monitor Fidelity of Implementation of G7.B1.S3**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G7.B1.S3**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G7.B2** The result of the 2013 EOC Geometry Exam indicates that 18% of upper third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 19%. The area of deficiency on the 2013 EOC Geometry Exam was Reporting Category 2: Three-Dimensional Geometry. Students are having difficulty with identifying and using properties of congruent and similar solids to solve problems.

**G7.B2.S1** Students will be provided with enrichment activities and opportunities to identify and use properties of congruent and similar solids to solve problems. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content. Mathematics

### **Action Step 1**

Provide enrichment opportunities for students to practice identifying and using properties of congruent and similar solids to solve problems; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 EOC Geometry Exam.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G7.B2.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **G7.B2.S2 Students will use hands on manipulatives to solve Two-Dimensional Geometric problems.**

#### **Action Step 1**

Students will use hands on manipulatives to solve Two-Dimensional Geometric problems.

#### **Person or Persons Responsible**

Geometry Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 Geometry EOC exams.

### **Plan to Monitor Fidelity of Implementation of G7.B2.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### Plan to Monitor Effectiveness of G7.B2.S2

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G7.B2.S3** An interventionist will provide pull out/push tutoring to selected targeted students. Students will participate in geometry boot camp.Mathematics crunch time action plan has been developed and implemented to meet the needs of the students in all of the subgroups.

#### Action Step 1

An interventionist will provide pull out/push tutoring to selected targeted students. Students will participate in geometry boot camp.Mathematics crunch time action plan has been developed and implemented to meet the needs of the students in all of the subgroups.

#### Person or Persons Responsible

Geometry teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 Geometry EOC exams.

### Plan to Monitor Fidelity of Implementation of G7.B2.S3

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.



### Plan to Monitor Effectiveness of G7.B2.S3

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G8.** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.

**G8.B1** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%. The area of deficiency on the 2013 EOC Biology Exam was Reporting Category 1: Molecular and Cellular Biology. Students are having difficulty with identifying and understanding molecules and cellular organisms

**G8.B1.S1** Students will incorporate technology such as GIZMO and discovery learning with hands on higher order thinking laboratory investigations to present content and concepts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through science content.

#### Action Step 1

Provide opportunities for students to participate in on-hands labs in order to explore molecules and cellular organisms; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### Person or Persons Responsible

Science teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 EOC Biology Exam.

#### Facilitator:

Science Department Chair

#### Participants:

Science teachers

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G8.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G8.B1.S2** A Biology crunch time action plan has been developed and will be implemented to meet the needs of the students. Students will use power notes, Edgenuity, Florida Achieve, and EOC review books. Instructional strategies will include hands on higher order thinking laboratory investigations.

#### **Action Step 1**

A Biology crunch time action plan has been developed and will be implemented to meet the needs of the students. Students will use power notes, Edgenuity, Florida Achieve, and EOC review books. Instructional strategies will include hands on higher order thinking laboratory investigations.

#### **Person or Persons Responsible**

Biology teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, program logs, interim assessment, results from 2014 Biology EOC exams.

### **Plan to Monitor Fidelity of Implementation of G8.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G8.B1.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G8.B2** The result of the 2013 EOC Biology Exam indicates that 10% of level 4 and 5 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 11%. Results of the 2013 EOC Biology Exam indicate that students demonstrated difficulty in the reporting categories 2, Classification, heredity, and evolution. Students are having difficulty with identifying and understanding heredity and evolution.

**G8.B2.S1** Schedule enrichment labs. Increase opportunities for students to engage in peer to peer project based learning activities. Incorporates computer-based virtual simulations of science concepts that are not easily replaceable in the classroom. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through science content.

### **Action Step 1**

Provide enrichment labs; increase opportunities for students to engage in peer to peer project based learning activities; Incorporates computer-based virtual simulations of science concepts that are not easily replaceable in the classroom; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 EOC Geometry exam.

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### Plan to Monitor Effectiveness of G8.B2.S1

Classroom visits; data chats with teachers and students; and review of data binders.

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Edusoft tests.

**G8.B2.S2** Students will be provided enrichment activities through scientific literacy initiatives using concept mapping and graphic organizers to increase understanding and retention of information.

#### Action Step 1

Students will be provided enrichment activities through scientific literacy initiatives using concept mapping and graphic organizers to increase understanding and retention of information.

#### Person or Persons Responsible

Biology teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 Biology EOC exams.

### Plan to Monitor Fidelity of Implementation of G8.B2.S2

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G8.B2.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G9.** During the 2012-2013 school year, 24 STEM related activities were provided for all students. Our goal for the 2013-2014 school year is to increase STEM related activities by 1% to 25.

**G9.B1** During the 2012-2013 school year, 24 STEM related activities were provided for students to participate. Our goal for the 2013-2014 school year is to increase STEM related activities and students participation by 1% to 25. Results of the 2013 STEM school data logs indicate that 247 students participated in 24 STEM related activities/experiences. Barriers to providing additional STEM related activities are funding, community resources, and time.

**G9.B1.S1** Students will be provided with additional STEM related field trips and activities. A plan of action to address the lack of STEM activities and experience will be created. Identification of students that may have STEM interest and encourage them to participate in field trips/activities.

### Action Step 1

Provide students with additional STEM related field trips and activities; plan of action to address the lack of STEM activities will be created by science and vocational teachers; identify students that may have STEM interest and encourage them to participate in field trips/activities; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

Science, vocational teachers, counselors, and activities director

### Target Dates or Schedule

Monthly

### Evidence of Completion

2014 Passing rates of students in STEM related courses.

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

Number of field trips and students participating that are STEM related; and plan of action

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

2014 Passing rates of students in STEM related courses.

### **Plan to Monitor Effectiveness of G9.B1.S1**

Classroom visits; data chats with teachers and students; and review of action plan

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

2014 Passing rates of students in STEM related courses.

**G9.B2** During the 2012-2013 school year, 98% of students that were enrolled in STEM related accelerated courses were completers with 0% of the students passing AP STEM exams. Our goal for the 2013-2014 school year is to increase STEM related completer and AP passing rates by 1 percentage point to 99% and 1%. Barriers to having students complete the STEM courses and pass the AP exam include students having difficulty with identifying with the problem solving process and answering higher order thinking questions.

**G9.B2.S1** Teachers will provide STEM related student focus workshop to assist with competition rate. Professional learning communities will be established in order to develop and implement inquiry based learning. Student will be given enrichment activities that incorporate essential labs. Hands-on science activities with power writing labs reports will be developed. Opportunities will be provided for students to participate in before/after school STEM related tutorials.

### **Action Step 1**

Provide STEM related student focus workshop to assist with competition rate; student will be given enrichment activities that incorporate essential labs; hand-on science activities with power writing labs reports will be developed; and opportunities will be provided for students to participate in before/after school STEM related tutorials.

#### **Person or Persons Responsible**

Science and vocational teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 completion rates and AP STEM exams results.

#### **Facilitator:**

Science and vocational teachers

#### **Participants:**

Teachers



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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

students work, Edusoft tests, and results from 2014 completion rates and AP STEM exams results.

### **Plan to Monitor Effectiveness of G9.B2.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

students work, Edusoft tests, and results from 2014 completion rates and AP STEM exams results.

**G9.B3** During the 2012-2013 school year, 949 students were CTE-STEM program concentrators while 61% of the students passed the CTE-STEM industry certification exams. Our goal for the 2013-2014 school year is to increase CTE-STEM program concentrators by 1 percentage point to 950 and students' passing rate of CTE-STEM industry exams by 1 percentage point to 62%. Students lack the background knowledge for the area of CTE-STEM certification; CTE teacher need professional development in differentiated instruction; and scheduling of courses to meet the students' academic needs in CTE-STEM programs.

**G9.B3.S1** Higher order thinking questions will be used throughout the curriculum. Expose students to project based learning activities. Cross-disciplinary professional learning communities will be established to develop integrated CTE and STEM academic curriculum. Provide training for teachers in the use of Discovery Education resources and differentiated instruction.

### **Action Step 1**

Higher order thinking questions will be used throughout the curriculum; expose students to project based learning activities; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

Science and vocational teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, results from the 2014 CTE-STEM industry certification exams.

#### **Facilitator:**

Science and vocational teacher

#### **Participants:**

Teacher

### **Plan to Monitor Fidelity of Implementation of G9.B3.S1**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

classroom assessments, students work, Edusoft tests.

## **Plan to Monitor Effectiveness of G9.B3.S1**

Classroom visits; data chats with teachers and students; and review of data binders

### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

class assessments, students work, Edusoft tests, and results from the 2014 CTE-STEM industry certification exams.

**G10.** The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.

**G10.B1** The completion rate for CTE students enrolled in CTE courses and accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase CTE students enrollment in accelerated courses by 1 percentage point to 19%. Areas of concern include: access to labs; lack of CTE textbooks; equipment; software,large classes; multiple preps in same class period in order to accommodate the master schedule; District mandates on numbers in CTE classes; accelerated courses and intensive reading courses conflict with CTE course offered on the master schedule; additional accelerated courses teachers need to be hired to help accommodate the schedule; and students passing rate in the EOC and Reading 2.0 also needs to improve in order to better accommodate their schedule.

**G10.B1.S1** Provide training for CTE teacher in differentiated instruction. Adjust schedules, when possible, to provide opportunities for accelerated courses selection. Provide additional opportunities for underclass men to participate in certification. Use online resources to meet students needs.

### **Action Step 1**

Participate in differentiated instruction training; encourage underclass men to take CTE certification exams;use online resources; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

CTE teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 passing rates of students in CTE certification exams.

#### **Facilitator:**

Language Arts Department Chair

#### **Participants:**

CTE Teachers

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G10.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G10.B2** For the 2013 school year, 28 % of students took a CTE exam with a 61% passing rate and 948 students were CTE program concentrators. Our goal for the 2014 school year, is to increase the passing rate by 1 percentage point to 29% and CTE program concentrators to 949. Barriers include: access to labs; lack of CTE textbooks; equipment; software, large classes; and multiple preps in same class period in order to accommodate the master schedule.

**G10.B2.S1** Cross-disciplinary professional learning communities will be established to develop integrated CTE academic curriculum. Provide training for teachers in the use of Discovery Education resources for increase use in CTE instruction. Provide opportunities for students to use computer labs and participate in hands-on activities.

### **Action Step 1**

Provide opportunities for students to use computer labs; provide hands-on labs; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

CTE teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, online assessments, interim assessment, results from the 2014 certification exams

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, online assessments, students work, Edusoft tests.

## **Plan to Monitor Effectiveness of G10.B2.S1**

Classroom visits; data chats with teachers and students; and review of data binders

### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Interim assessments, online assessments, students work, Edusoft tests

**G11.** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points.

**G11.B1** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points. Barriers include reading levels, no common planning, background knowledge, and new testing standards.

**G11.B1.S1** Provide activities which help students develop an understanding of the content-specific vocabulary taught in history; students will discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues; and , students will Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

### **Action Step 1**

Provide activities which help students develop an understanding of the content-specific vocabulary taught in history; students will discuss the values, complexities; assist students in developing well-reasoned positions on issues; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

US History teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 fall interim assessment.

#### **Facilitator:**

District and Social Studies Department Chair

#### **Participants:**

US History teachers



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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G11.B1.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G11.B1.S2** Before and after school tutorial will be provided to students. Students are unitizing data based questions. A teacher made EOC practice test has been developed and is being used. Teachers are meeting in PLC to develop strategies and activities to address student needs.

#### **Action Step 1**

Before and after school tutorial will be provided to students. Students are unitizing data based questions. A teacher made EOC practice test has been developed and is being used. Teachers are meeting in PLC to develop strategies and activities to address student needs.

#### **Person or Persons Responsible**

US History Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 US History EOC exams.

### **Plan to Monitor Fidelity of Implementation of G11.B1.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G11.B1.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G11.B2** The result of the 2013 US History baseline exam indicates that 34% of middle third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 35%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 3: U.S. and Defense of the International Peace.

**G11.B2.S1** Provides an opportunity for students to participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; They will write to inform and to persuade; and students will Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

### **Action Step 1**

Students will participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Person or Persons Responsible**

US teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 Fall Interim Assessment.

#### **Facilitator:**

District and Social Studies Department Chair

#### **Participants:**

US teachers

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

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### Plan to Monitor Effectiveness of G11.B2.S1

Classroom visits; data chats with teachers and students; and review of data binders

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Interim assessments, students work, Edusoft tests.

**G11.B2.S2** Student will research specific events and personalities in history using both print and non-print resources. They will participate in a school based History Brain Bowl.

#### Action Step 1

Student will research specific events and personalities in history using both print and non-print resources. They will participate in a school based History Brain Bowl.

#### Person or Persons Responsible

US History Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 US History EOC exams.

### Plan to Monitor Fidelity of Implementation of G11.B2.S2

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### Person or Persons Responsible

Literary Leadership Team (LLT)

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

## Plan to Monitor Effectiveness of G11.B2.S2

Classroom visits; data chats with teachers and students; and review of data binders

### Person or Persons Responsible

Literary Leadership Team (LLT)

### Target Dates or Schedule

Daily

### Evidence of Completion

Interim assessments, students work, Thinkgate tests.

**G11.B3** The result of the 2013 US History baseline exam indicates that 37% of upper third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 38%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 2: Global Military, Political, and Economic Challenges.

**G11.B3.S1** Student will participate in research-based activities on various issues impacting the world community and they will be provided with opportunities to examine opposing points of view on world issues and economical challenges.

### Action Step 1

Participate in research-based activities on various issues impacting the world community; provided opportunities to examine opposing points of view on world issues and economical challenges; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

### Person or Persons Responsible

US History teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 Fall Interim Assessment.

### Facilitator:

District and Social Studies Department Chair

### Participants:

US History teachers

### **Plan to Monitor Fidelity of Implementation of G11.B3.S1**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

### **Plan to Monitor Effectiveness of G11.B3.S1**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Edusoft tests.

**G11.B3.S2** Students will be provided with enrichment activities in order to develop an understanding of the content-specific vocabulary taught in history and strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

#### **Action Step 1**

Students will be provided with enrichment activities in order to develop an understanding of the content-specific vocabulary taught in history and strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

#### **Person or Persons Responsible**

US History teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 US History EOC exams.

### **Plan to Monitor Fidelity of Implementation of G11.B3.S2**

Results of formative assessments will be disaggregated using the FCIM; identify areas of deficiency for adjustment to instruction as needed; and meet with teachers to discuss findings.

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

### **Plan to Monitor Effectiveness of G11.B3.S2**

Classroom visits; data chats with teachers and students; and review of data binders

#### **Person or Persons Responsible**

Literary Leadership Team (LLT)

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Interim assessments, students work, Thinkgate tests.

**G12.** All students will decrease in the early warning system category by 1 percentage point..

**G12.B1** 2013 school attendance indicates that 4% of students missed 10% or more instructional time. The percentage of 9th grade students with one or more absences within the first 20 days is 12%. Our goal for 2013-2014 is to decrease students missing 10% of instructional time by 1 percentage point to 3% and decrease 9th grade students with one or more absences within the first 20 days to 10%. There are limited opportunities to recognize student for daily attendance and satisfactory achievement. Students and parents are unaware of the requirements based on the Student Code of Conduct and the consequences for non-compliance.

**G12.B1.S1** Increased teacher and student services monitoring will allow for better tracking of tardies and early releases to ensure reduction of absenteeism. A progressive discipline plan and counseling have been set up to decrease the amount of absences and tardies. Also, we will be meeting with the parents to reiterate policy and procedures. Send Connect ED messages to parents informing of students absenteeism or tardiness.

**Action Step 1**

Review daily attendance reports; monitor student contracts; inform parents using Connect ED professional learning community (PLC) meetings; and using the FCIM to disaggregated attendance data.

**Person or Persons Responsible**

Attendance Committee, Teachers, and Student Services.

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

Results from COGNOS

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

Monitor parent and student meetings; professional learning community meetings; and review students during attendance committee meeting.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule**

Quarterly.

**Evidence of Completion**

Parent Conference Sign in logs



### **Plan to Monitor Effectiveness of G12.B1.S1**

Monitor students attendance; parent students meetings; and professional learning community meetings.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/Rtl

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Results from COGNOS

**G12.B2** 2013 school failure report indicate that 5% of 9th grade students failed two or more courses. Student history reports for the same year show that 2% of the students have a GPA that is less than 2.0. Our goal for 2013-2014 is to decrease 9th grade students failing two or more courses by 1 percentage point to 4% and decrease the number of students with a GPA of 2.0 or less to 1%. Students and parents are unaware of the graduation requirements based on the Student Progression Plan and the consequences for non-compliance.

**G12.B2.S1** Counselor will identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs. Student Services will arrange parent nights as informational sessions on monitoring student progress.

#### **Action Step 1**

Meet with students to discuss GPA requirements; meet with parents of 9th grade students (parent chat night) provide a graduation requirements workshop for seniors and parents; arrange 3-4 additional parent nights during the school year; and meet with 9th grade students to review students' progress and course credits.

#### **Person or Persons Responsible**

Counselors, CAP Advisor, and Activities Director

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Parent sign-in sheets, agendas, ConnectEd messages, and flyer

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

Monitor parent and student meetings; professional learning community meetings; and monitor student history and failure reports.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Parent sign-in sheets and agendas

### **Plan to Monitor Effectiveness of G12.B2.S1**

Monitor parent and student meetings; professional learning community meetings; monitor student history and failure reports; and use the FCIM to disaggregated data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Parent sign-in sheets and agendas

**G12.B3** According to the 2013 referral and suspension report, 6% of students received two or more behavior referrals and 1% of students received referrals that lead to suspension. Our goal for 2013-2014 is to decrease referral and suspension by 1 percentage point. Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension.

**G12.B3.S1** Teachers, students and parents will be provided access to the Secondary Code of Student Conduct handbook. Teachers will utilize the school's Alternative to Suspension Plan when addressing student behavioral issues.

### **Action Step 1**

Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Results of referral and suspension reports.

#### **Facilitator:**

#### **Participants:**

Teachers

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

Monitor Alternative to Suspension Plan implementation; professional learning community meetings; ensure posting of Code of Student Conduct handbook on school website; monitor referrals and suspensions; and provide information during student orientation.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Referral and suspension reports.

### Plan to Monitor Effectiveness of G12.B3.S1

Monitor Alternative to Suspension Plan implementation; professional learning community meetings; ensure posting of Code of Student Conduct handbook on school website; and monitor referrals and suspensions;

#### Person or Persons Responsible

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Referral and suspension reports.

### G13. Increase the percentage of students graduating by 1%.

**G13.B1** During the 2013 school year, 1% of students dropped out of school. Our goal is to decrease the percentage of high school students dropping out of school from 1% to < 1%. Parents and students are not aware of the graduation requirements and current academic status.

**G13.B1.S1** Credit histories and graduation requirements will be reviewed by the second month of school with parents and students. Identify and meet with at-risk students and discuss the Student Progression Plan and credit recovery options.

#### Action Step 1

Review credit histories with students and parents; keep parents and students apprised of students' progress; and offer strategies to ensure completion.

#### Person or Persons Responsible

Counselors and CAP Advisor.

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Result of 2014 graduation rates.

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

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Results of 2014 graduation rates.

### **Plan to Monitor Effectiveness of G13.B1.S1**

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Results of 2014 graduation rates.

**G13.B1.S2** Students and parents have attended three Parent Chat Nights. Counselors are targeting seniors that are at risk of not graduating. Parental, individual, administrative conferences have been held with targeted students. Post-secondary college visits and career development counseling has been conducted.

**Action Step 1**

Students and parents have attended three Parent Chat Nights. Counselors are targeting seniors that are at risk of not graduating. Parental, individual, administrative conferences have been held with targeted students. Post-secondary college visits and career development counseling has been conducted.

**Person or Persons Responsible**

Counselors and CAP Advisor

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Result of 2014 graduation rates

**Plan to Monitor Fidelity of Implementation of G13.B1.S2**

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule**

Second month of the year and quarterly

**Evidence of Completion**

Results of 2014 graduation rates

### **Plan to Monitor Effectiveness of G13.B1.S2**

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Results of 2014 graduation rates

**G13.B2** The percentage of students graduating in 4 years (Federal Uniform Graduation) will not drop below 97%; the percentage of academically at-risk students graduating in 4 years will remain at 90% or show an increase; and the percentage of students graduating in 5 years with a Standard Diploma will remain at or increase from 93%. Parents and students are not aware of the graduation requirements and current status of the student.

**G13.B2.S1** Credit histories and graduation requirements will be reviewed by the second month of school with parents and students. Identify and meet with at-risk students and discuss the Student Progression Plan and credit recovery options. Implementation of the RtI process if deemed necessary.

#### **Action Step 1**

Review credit histories with students and parents; provide opportunities for students to enroll in credit recovery through Adult Ed or virtual school; provide data chats with parents and students; and implement RtI if necessary..

#### **Person or Persons Responsible**

Counselors and CAP Advisor

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Result of 2014 graduation rates.

### **Plan to Monitor Fidelity of Implementation of G13.B2.S1**

Monitor the implementation of credit history reviews; monitor parent and student meetings; and use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Results of 2014 graduation rates.

### **Plan to Monitor Effectiveness of G13.B2.S1**

Monitor the implementation of credit history reviews; monitor parent and student meetings; and use the FCIM to disaggregate data.

#### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

#### **Target Dates or Schedule**

Second month of the year and quarterly

#### **Evidence of Completion**

Results of 2014 graduation rates.



**G13.B2.S2** Students and parents have attended three Parent Chat Nights. Counselors are targeting seniors that are at risk of not graduating. Parental, individual, administrative conferences have been held with targeted students. Post-secondary college visits and career development counseling has been conducted.

**Action Step 1**

Students and parents have attended three Parent Chat Nights. Counselors are targeting seniors that are at risk of not graduating. Parental, individual, administrative conferences have been held with targeted students. Post-secondary college visits and career development counseling has been conducted.

**Person or Persons Responsible**

Counselors and CAP Advisor

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Result of 2014 graduation rates

**Plan to Monitor Fidelity of Implementation of G13.B2.S2**

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

**Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

**Target Dates or Schedule**

Second month of the year and quarterly

**Evidence of Completion**

Results of 2014 graduation rates

## **Plan to Monitor Effectiveness of G13.B2.S2**

Monitor the implementation of credit history reviews; monitor parent and student meetings; use the FCIM to disaggregate data.

### **Person or Persons Responsible**

Multi-Tiered System of Support/Response to Instruction/Intervention Team MTSS/RtI

### **Target Dates or Schedule**

Second month of the year and quarterly

### **Evidence of Completion**

Results of 2014 graduation rates

## 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

Title I funds are used at William H. Turner Technical Arts High School to provide students with a curriculum that is relevant and rigorous through before and after school tutoring and Saturday School.

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

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

#### Title III

William H. Turner Technical Arts High School uses supplemental funds for improving basic education which will be implemented as follows:

- training to certify qualified mentors for the New teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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.
- 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

William H. Turner Technical Arts High School implements the following violence prevention programs

- Project U-Turn Abstinence/HIV/AIDS Prevention Program infused through elective classes is monitored and coordinated by the School Counselor. Alternative to Suspension Program is implemented by the counselors to reduce the number of days students spend in out-door suspension.
- HIV/AIDS Awareness/Prevention Peer Educator Club is implemented by a Physical Education teacher who formerly taught Health and Life Management.
- Youth Crime Watch Prevention Club- provides prevention presentations, safety projects, club meeting, assemblies, rallies and special events to address school safety and violence. This is also implemented by the Counselors.
- Drug-Free Youth in Town (D-FY-IT) Program- Provides drug information developing leadership skills, organizing community services opportunities, facilitating club meetings, and coordinating special activities for students and parents.
- The Counselors focus on counseling students individually and in groups to solve problems related to drugs alcohol, stress, suicide, isolation, conflict resolution, anger management, truancy, family violence and other social and academic problems.
- A Counselor has been designated as the Emotional Behavioral Disability (EBD) Crisis Specialist, and is also responsible for Academic Support Groups. The Counselor is also the liaison for Homebound/Hospitalized students. These are students that become sick and/or hospitalized and cannot attend school for more than ten days.
- The Counselor lends support and guidance to homeless students.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an

educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

1) William H. Turner Tech adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High School completion courses are available to all eligible William Turner Technical Arts High School students based on the senior high school's recommendation. Courses can be taken for credit recovery, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students at William Turner Technical Arts High School will become academy program graduates achieving a certificate and have a better understanding and appreciation of the postsecondary 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 postsecondary 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 Industry certifications. Readiness for post secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

Student Success is supported through organized work-based learning experiences (on-the-job training, internships, clinicals, in-school enterprise and job shadowing) in collaboration with our parents/guardians, community, and business partners at William H. Turner Technical Arts High school. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community.

#### 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 in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student): our school's Title I Parental Involvement Policy; scheduling the Title I Orientation 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 through the Parent Academy, with flexible times to accommodate our parent

schedules as part of our goal to empower parents and to 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. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the migrant population as applicable.

School Improve Grant Funds/School Improvement Grant Initiative. William H. Turner Technical Arts High School receives funding under the School Improvement Grant Fund/School Improvement/Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, the Title I School Improvement Grant support funding and assistance to schools in Differentiated Accountability based on need.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.

**G1.B1** The result of the 2013 FCAT 2.0 Reading Exam indicates that 25% of ELL students achieved proficiency. Our goal is to increase ELL student proficiency by 9 percentage points to 34%. The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students in the ELL subgroup was Reporting Category 1: Vocabulary due to limited understanding and exposure to the meaning of conceptually advanced prefixes, suffixes synonyms, antonyms and root words.

**G1.B1.S1** Students will receive additional instruction in differences in meaning due to context while engaging in affix or root word activities. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### PD Opportunity 1

Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### Facilitator

Language Arts Department Head

#### Participants

Language Arts and Reading Teachers.

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 FCAT 2.0 Reading.

**G1.B6** The result of the 2013 CELLA Exam indicates that 82% of students achieved proficiency on Listening/Speaking. Our goal is to increase student proficiency by 2 percentage points to 84%. The area of deficiency on the 2013 CELLA Exam was Listening/Speaking. Students have limited opportunities to communicate in English both at home and within their communities.

**G1.B6.S1** Students' speaking skills will improve by using the listed instructional strategies: cooperative learning to build linguistic and academic skills. Teacher/student led groups will be used to model language patterns and structures used in the English language; classroom discussions; students will be provided with meaningful language practice using authentic materials as to structure conversations around books and subjects that build vocabulary. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **PD Opportunity 1**

Provide role playing activities; think aloud opportunities; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

ELL Teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the CELLA exam and 2014 FCAT 2.0 Reading.



**G2.** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 2 percentage points to 78%.

**G2.B1** The result of the 2013 postsecondary readiness report indicates that 76% of students are on time for graduation “college ready”. Our goal is to increase college readiness by 2 percentage points to 78%. Students in grades 11th and 12th are not academically challenged/prepared to pass the P.E.R.T, ACT or SAT Exam.

**G2.B1.S1** Rigor will be implemented and monitored by administrative team across curriculum. Teachers will use the Webb's Depth of Knowledge stems in their courses assignments. Students will participate in Saturday school ACT/SAT prep course. Additionally, College Readiness courses will be offered online for 11th and 12th graders.

### **PD Opportunity 1**

Incorporate SAT, ACT , P.E.R.T questions into their lessons; Webb’s Depth of Knowledge stems will be implemented across curriculum; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

CAP Advisor

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 College entrance exams.

**G4.** The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.

**G4.B1** The result of the 2013 EOC Algebra I Exam indicates that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 75%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.

**G4.B1.S1** Students will be provided with the opportunities to use Venn diagrams to explore relationships and patterns between sets and to solve simple quadratic equations with rational solutions. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### **PD Opportunity 1**

Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

Mathematics Department Head

#### **Participants**

Mathematics teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 mathematics EOC exams.

**G8.** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.

**G8.B1** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%. The area of deficiency on the 2013 EOC Biology Exam was Reporting Category 1: Molecular and Cellular Biology. Students are having difficulty with identifying and understanding molecules and cellular organisms

**G8.B1.S1** Students will incorporate technology such as GIZMO and discovery learning with hands on higher order thinking laboratory investigations to present content and concepts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through science content.

### **PD Opportunity 1**

Provide opportunities for students to participate in on-hands labs in order to explore molecules and cellular organisms; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

Science Department Chair

#### **Participants**

Science teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 EOC Biology Exam.

**G9.** During the 2012-2013 school year, 24 STEM related activities were provided for all students. Our goal for the 2013-2014 school year is to increase STEM related activities by 1% to 25.

**G9.B2** During the 2012-2013 school year, 98% of students that were enrolled in STEM related accelerated courses were completers with 0% of the students passing AP STEM exams. Our goal for the 2013-2014 school year is to increase STEM related completer and AP passing rates by 1 percentage point to 99% and 1%. Barriers to having students complete the STEM courses and pass the AP exam include students having difficulty with identifying with the problem solving process and answering higher order thinking questions.

**G9.B2.S1** Teachers will provide STEM related student focus workshop to assist with competition rate. Professional learning communities will be established in order to develop and implement inquiry based learning. Student will be given enrichment activities that incorporate essential labs. Hands-on science activities with power writing labs reports will be developed. Opportunities will be provided for students to participate in before/after school STEM related tutorials.

### **PD Opportunity 1**

Provide STEM related student focus workshop to assist with competition rate; student will be given enrichment activities that incorporate essential labs; hand-on science activities with power writing labs reports will be developed; and opportunities will be provided for students to participate in before/after school STEM related tutorials.

#### **Facilitator**

Science and vocational teachers

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 completion rates and AP STEM exams results.

**G9.B3** During the 2012-2013 school year, 949 students were CTE-STEM program concentrators while 61% of the students passed the CTE-STEM industry certification exams. Our goal for the 2013-2014 school year is to increase CTE-STEM program concentrators by 1 percentage point to 950 and students' passing rate of CTE-STEM industry exams by 1 percentage point to 62%. Students lack the background knowledge for the area of CTE-STEM certification; CTE teachers need professional development in differentiated instruction; and scheduling of courses to meet the students' academic needs in CTE-STEM programs.

**G9.B3.S1** Higher order thinking questions will be used throughout the curriculum. Expose students to project based learning activities. Cross-disciplinary professional learning communities will be established to develop integrated CTE and STEM academic curriculum. Provide training for teachers in the use of Discovery Education resources and differentiated instruction.

### **PD Opportunity 1**

Higher order thinking questions will be used throughout the curriculum; expose students to project based learning activities; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

Science and vocational teacher

#### **Participants**

Teacher

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, results from the 2014 CTE-STEM industry certification exams.

**G10.** The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.

**G10.B1** The completion rate for CTE students enrolled in CTE courses and accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase CTE students enrollment in accelerated courses by 1 percentage point to 19%. Areas of concern include: access to labs; lack of CTE textbooks; equipment; software, large classes; multiple preps in same class period in order to accommodate the master schedule; District mandates on numbers in CTE classes; accelerated courses and intensive reading courses conflict with CTE course offered on the master schedule; additional accelerated courses teachers need to be hired to help accommodate the schedule; and students passing rate in the EOC and Reading 2.0 also needs to improve in order to better accommodate their schedule.

**G10.B1.S1** Provide training for CTE teacher in differentiated instruction. Adjust schedules, when possible, to provide opportunities for accelerated courses selection. Provide additional opportunities for underclass men to participate in certification. Use online resources to meet students needs.

### **PD Opportunity 1**

Participate in differentiated instruction training; encourage underclass men to take CTE certification exams; use online resources; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

Language Arts Department Chair

#### **Participants**

CTE Teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from 2014 passing rates of students in CTE certification exams.

**G11.** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points.

**G11.B1** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points. Barriers include reading levels, no common planning, background knowledge, and new testing standards.

**G11.B1.S1** Provide activities which help students develop an understanding of the content-specific vocabulary taught in history; students will discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history; assist students in developing well-reasoned positions on issues; and , students will Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

### **PD Opportunity 1**

Provide activities which help students develop an understanding of the content-specific vocabulary taught in history; students will discuss the values, complexities; assist students in developing well-reasoned positions on issues; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

District and Social Studies Department Chair

#### **Participants**

US History teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 fall interim assessment.

**G11.B2** The result of the 2013 US History baseline exam indicates that 34% of middle third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 35%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 3: U.S. and Defense of the International Peace.

**G11.B2.S1** Provides an opportunity for students to participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; They will write to inform and to persuade; and students will Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

### **PD Opportunity 1**

Students will participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

District and Social Studies Department Chair

#### **Participants**

US teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 Fall Interim Assessment.



**G11.B3** The result of the 2013 US History baseline exam indicates that 37% of upper third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 38%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 2: Global Military, Political, and Economic Challenges.

**G11.B3.S1** Student will participate in research-based activities on various issues impacting the world community and they will be provided with opportunities to examine opposing points of view on world issues and economical challenges.

### **PD Opportunity 1**

Participate in research-based activities on various issues impacting the world community; provided opportunities to examine opposing points of view on world issues and economical challenges; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Facilitator**

District and Social Studies Department Chair

#### **Participants**

US History teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, results from the 2014 Fall Interim Assessment.

**G12.** All students will decrease in the early warning system category by 1 percentage point..

**G12.B3** According to the 2013 referral and suspension report, 6% of students received two or more behavior referrals and 1% of students received referrals that lead to suspension. Our goal for 2013-2014 is to decrease referral and suspension by 1 percentage point. Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension.

**G12.B3.S1** Teachers, students and parents will be provided access to the Secondary Code of Student Conduct handbook. Teachers will utilize the school's Alternative to Suspension Plan when addressing student behavioral issues.

### **PD Opportunity 1**

Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation.

#### **Facilitator**

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Results of referral and suspension reports.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.	\$1,004
G3.	The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%.	\$2,142
G4.	The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.	\$813
G7.	The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%.	\$813
G8.	The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.	\$499
G10.	The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.	\$2,142
G11.	The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points.	\$499
Total		\$7,912

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Evidence-Based Program	Total
EESAC Funds	\$4,957	\$2,142	\$813	\$7,912
Total	\$4,957	\$2,142	\$813	\$7,912

### Budget Details

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

**G1.** The result of the 2013 FCAT 2.0 Reading Exam indicates that 57% of all students achieved proficiency. Our goal is to increase all student proficiency by 7 percentage points to 64%.

**G1.B1** The result of the 2013 FCAT 2.0 Reading Exam indicates that 25% of ELL students achieved proficiency. Our goal is to increase ELL student proficiency by 9 percentage points to 34%.The area of deficiency on the 2013 FCAT 2.0 Reading Exam for students in the ELL subgroup was Reporting Category 1: Vocabulary due to limited understanding and exposure to the meaning of conceptually advanced prefixes, suffixes synonyms, antonyms and root words.

**G1.B1.S1** Students will receive additional instruction in differences in meaning due to context while engaging in affix or root word activities. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through reading content.

### **Action Step 1**

Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meaning; professional development will be provided that will address the area of need;and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Other

#### **Resource**

Gift cards will be provided to students as an incentive to pass the Reading 2.0 exam.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$1,004

**G3.** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%.

**G3.B1** The result of the 2013 FCAT Writing Exam indicates that 80% of students achieved level 3.5-6 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 2 percentage points to 82%. The area of deficiency as noted on the 2013 FCAT 2.0 Writing Exam was Writing Application; students are having difficulty with standard language conventions

**G3.B1.S1** Students using graphic organizers/strategies ( e.g., linear graphic organizers, timelines and storyboards that focus on one main event, drafting a piece that is focused on one main idea/event with ample development of supporting details, and creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, chants with expression) to assist in writing. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through writing content.

### **Action Step 1**

Incorporate writing across curriculum through writing journals; participate in writing and poetry competitions; and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Turnitin software will be purchased to assist with grammar and writing skills.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$2,142

**G4.** The result of the 2013 Mathematics Exam indicates that 76% of all students achieved proficiency. Our goal is to increase all student proficiency by 1 percentage points to 77%.

**G4.B1** The result of the 2013 EOC Algebra I Exam indicates that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase students proficiency by 3 percentage points to 75%. The area of deficiency on the 2013 EOC Algebra I Exam was Reporting Category 1: Functions, Linear Equations, and Inequalities. Students are having difficulty with applying mathematical fluency and problem solving skills in the areas of equations, inequalities and systems of linear equations especially with real life problems.

**G4.B1.S1** Students will be provided with the opportunities to use Venn diagrams to explore relationships and patterns between sets and to solve simple quadratic equations with rational solutions. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content.

### **Action Step 1**

Provide opportunities for students to model real world situations with quadratic equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Other

#### **Resource**

Gift cards will be provided to students as an incentive to pass the Algebra I EOC exam.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$813

**G7.** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%.

**G7.B1** The result of the 2013 EOC Geometry Exam indicates that 47% of level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 50%. The area of deficiency on the 2013 EOC Geometry Exam was Reporting Category 3: Trigonometry and Discrete Mathematics. Students are having difficulty applying geometric concepts in modeling real-world situations.

**G7.B1.S1** Students will be provided with activities that allow them to determine whether two propositions are logically equivalent in mathematical or real-world contexts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through mathematics content. Mathematics

### **Action Step 1**

Provide opportunities for students to practice with using methods of direct and indirect proof to determine whether a proof is logically valid; and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Gift cards will be provided to students as an incentive to pass the Geometry EOC exam.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$813

**G8.** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%.

**G8.B1** The result of the 2013 EOC Biology Exam indicates that 57% Level 3 students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 60%. The area of deficiency on the 2013 EOC Biology Exam was Reporting Category 1: Molecular and Cellular Biology. Students are having difficulty with identifying and understanding molecules and cellular organisms

**G8.B1.S1** Students will incorporate technology such as GIZMO and discovery learning with hands on higher order thinking laboratory investigations to present content and concepts. Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through science content.

### **Action Step 1**

Provide opportunities for students to participate in on-hands labs in order to explore molecules and cellular organisms; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Other

#### **Resource**

Gift cards will be provided to students as an incentive to pass the Biology EOC exam.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$499



**G10.** The completion rate for all CTE students enrolled in accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase all CTE students enrollment in accelerated courses by 1 percentage point to 19%.

**G10.B1** The completion rate for CTE students enrolled in CTE courses and accelerated courses in the 2013 school year was 18 %. Our goal for the 2014 school year, is to increase CTE students enrollment in accelerated courses by 1 percentage point to 19%. Areas of concern include: access to labs; lack of CTE textbooks; equipment; software,large classes; multiple preps in same class period in order to accommodate the master schedule; District mandates on numbers in CTE classes; accelerated courses and intensive reading courses conflict with CTE course offered on the master schedule; additional accelerated courses teachers need to be hired to help accommodate the schedule; and students passing rate in the EOC and Reading 2.0 also needs to improve in order to better accommodate their schedule.

**G10.B1.S1** Provide training for CTE teacher in differentiated instruction. Adjust schedules, when possible, to provide opportunities for accelerated courses selection. Provide additional opportunities for underclass men to participate in certification. Use online resources to meet students needs.

### Action Step 1

Participate in differentiated instruction training; encourage underclass men to take CTE certification exams;use online resources; and results of formative assessment will be disaggregated using the FCIM.

#### Resource Type

Other

#### Resource

Career Pathways/Industry Certification (CTE) medals, Seals, Millennium Cords, and portfolios was allocated as an incentive for graduation and passing the Certification exams for all students

#### Funding Source

EESAC Funds

#### Amount Needed

\$2,142

**G11.** The results of 2013 US History baseline assessment indicates that 36% of all students achieved proficiency. Our Goal for the 2013-2014 school year is to increase proficiency by 1 percentage point to to 2% points.

**G11.B2** The result of the 2013 US History baseline exam indicates that 34% of middle third students achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage points to 35%. The area of deficiency on the 2013 US History Baseline Exam was Reporting Category 3: U.S. and Defense of the International Peace.

**G11.B2.S1** Provides an opportunity for students to participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; They will write to inform and to persuade; and students will Master Common Core State Standards for Literacy, Writing, and Speaking, through U.S. History content.

### **Action Step 1**

Students will participate in a Model United Nations session; students will examine opposing points of view on a public policy issue; professional development will be provided that will address the area of need; and results of formative assessment will be disaggregated using the FCIM.

#### **Resource Type**

Other

#### **Resource**

Gift cards will be provided to students as an incentive to pass the US History EOC exam.

#### **Funding Source**

EESAC Funds

#### **Amount Needed**

\$499