



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

International Studies Charter High School

2480 SW 8TH ST

Miami, FL 33135

305-643-2955

<http://ischs.dadeschools.net>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 60%
Alternative/ESE Center No	Charter School Yes	Minority Rate 73%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

International Studies Charter

Principal

Victoriano Rodriguez

School Advisory Council chair

Elizabeth Valdes

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

Name	Title
Victoriano Rodriguez	Principal
Janette Cruz	Assistant Principal
Kelly Zimmerman	Language Arts Department Chair
Jeffrey Hobby	Mathematics Department Chair
Hector Del Valle	Social Studies Department Chair
Mara Bello	Science Department Chair
Jon Page	College Advisor
Teresa Valdes	Counselor
Michelle Correa	ELL Coordinator

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is made up of the principal, an alternate principal, 4 teachers, an alternate teacher, an educational support employee, an alternate educational support employee, 5 parents, an alternate parent, a student, an alternate student, and a Business Community Representative. One member of the SAC serves as the chair and one member of the SAC serves as the recording secretary.

Involvement of the SAC in the development of the SIP

The SAC convenes quarterly to review the implementation of the School Improvement Plan. During the last SAC meeting of the year, strategies are reviewed for success. The SAC determines whether or not strategies should be kept, modified or eliminated. The SIP writing team then implements the suggestions made by the SAC and implements them as part of the current plan.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plans. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The SAC will review the SIP at each meeting and modify as necessary. The SAC will also vote on the distribution of the School Recognition Funds as well as how SAC funds should be spent.

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

The projected use of the school improvement funds will be determined by a combination of the a fore mentioned school committees. Proposals for how the funds will be spent are presented throughout the school year at the SAC meetings . The members of SAC will vote on the plans presented at the meetings.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Victoriano Rodriguez

Principal

Years as Administrator: 14

Years at Current School: 8

Credentials

Bachelors of Science in Mathematics Education; Masters in Math Education with a Certificate in Educational Leadership

Performance Record

2013-2014: P
 2012-2013: A
 2011-2012: A
 2010-2011: A
 2009-2010: A
 2008-2009: A

Janette Cruz		
Asst Principal	Years as Administrator: 6	Years at Current School: 7
Credentials	Bachelor of Arts in English Literature with a minor in Biology; Master of Education in Educational Leadership	
Performance Record	2013-2014: P 2012-2013: A 2011-2012: A 2010-2011: A 2009-2010: A 2008-2009: A	

Instructional Coaches

# of instructional coaches	0	
# receiving effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	33, 100%
# Highly Qualified Teachers	79%
# certified in-field	26, 79%
# ESOL endorsed	6, 18%
# reading endorsed	0, 0%
# with advanced degrees	12, 36%

National Board Certified

0, 0%

first-year teachers

7, 21%

with 1-5 years of experience

10, 30%

with 6-14 years of experience

14, 42%

with 15 or more years of experience

2, 6%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Available positions are advertised on teacher recruitment websites. We partner with local university education programs to recruit their best graduates. Since we are sponsored by the French, Italian, and Spanish consulates, our foreign teachers are recruited by the consulates and are selected based on the results of a rigorous and demanding screening process.

Our school successfully retains our teachers through a combination of a mentor-ship program overseen by the assistant principal and a partnership program overseen by the department heads that pairs new teachers with each other both to provide both guidance from experienced teachers and to provide a bonding experience that creates greater staff camaraderie.

Teachers are encouraged to develop and implement their own strategies with regards to their subject matter in order to foster a more personal and creative learning environment. Teachers are also encouraged and given the creative freedom to design elective courses that interest them (within their fields of certification). This provides teachers with the opportunity to truly teach what they love to teach. Teachers feel as though they have ownership of the curriculum and feel as if they have contributed to the overall culture and mission of the school.

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

New teachers are paired with veteran teachers who share subject areas and or grade levels/age groups. Our mentoring program provides opportunities team teaching, common planning, and shadowing. Mentor teachers must demonstrate mastery of subject matter skills including, but not limited to, content, pedagogy, and methodology. They also must possess strong interpersonal skills.

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

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

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

The school's data committee collects and interprets a variety of data from standardized formal assessments and other sources when applicable (assessments include, but are not limited to: SAT, PSAT, baseline, interim, FCAT, etc...) The data is then interpreted and analyzed to assess student and faculty needs. Data analysis is an ongoing feedback loop that occurs throughout the year, and involves students, teachers, parents, EESAC, and SIP writing teams.

Core Instruction: The compiled data is used to inform teachers whether or not their students are performing on grade level for not only the teachers' subjects, but for the students' subjects across the curriculum as well. This information is disseminated at department, grade level, and committee meetings which allows all teachers to discuss how they will address deficiencies both as individuals and as teams.

Resource Allocation: the master schedule is built based on students' areas of deficiency, students' needs, and student/teacher preferences as determined by the analysis of the data and the recommendations made by the MTSS and RTI teams.

Teacher Support Systems: Our mentoring program, buddy system, resource allocation procedures, and in house professional development opportunities create an environment in which teachers are supported and enriched both personally and professionally.

Small Group and Individual student needs: Students are identified as needing additional educational support based on the collected and interpreted data. Once they have been identified, they receive myriad intervention programs such as pull out tutoring, intensive skills classes, targeted differentiated in class instruction, after school tutoring programs, and a buddy/mentor system.

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

Department Chairs: Are responsible for disseminating the information and leading the discussions about when and how to intervene using the aforementioned programs.

College Adviser: Is able to make informed, personalized college application and acceptance guidance based on the data analysis.

Test Chair: Is responsible for collecting the data the data committee analyzes.

ELL Coordinator: provides input regarding what interventions and resources are most successful for acquisition growth and proficiency in use of the English Language.

The Administration: is responsible for overseeing the successful implementation of intervention initiatives.

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

The leadership team uses a combination of In class observations, formal and informal feedback surveys, data collection, and data sharing sessions to ensure that the school is correctly implementing effective data based enrichment strategies and programs.

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

The data sources used to access and analyze effectiveness of the intervention programs are a combination of standardized formative assessments such as the SAT, PSAT, baseline, interim, FCAT exams, and other teacher made progress monitoring tools.

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

The professional development team will conduct staff wide training to educate teachers about best practices in using data to support and drive instruction. School-wide parent assemblies educate parents as to the necessity of data driven support and instructional practices. Parent teacher conferences with the parents of at risk scoring students will allow for a more successful implementation and continuation of the intervention strategies already in place.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 50,000

Before and after school tutoring open to all students, as well as targeted in school pull out tutoring for low achievement students in core academic subjects.

Strategy Purpose(s)

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

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

Assessment data for students who attend tutoring on a regular basis is analyzed, interpreted, and used for instructional purposes.

Who is responsible for monitoring implementation of this strategy?

The heads of each department check on the tutoring log, the progress, and score reports for each student who regularly attends tutorial sessions.

Literacy Leadership Team (LLT)

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

Name	Title
Sandra Vieta	Language Arts Chair

Name	Title
Daryl Axelrod	Teacher
Paola Taverelli	Teacher
Brian Regalado	Teacher

How the school-based LLT functions

The school based LLT will meet at the beginning of each month during the allocated time set aside for leadership team meetings (from 2:30 until 3:30 on Tuesday afternoon). During this time a focus calendar will be created for each month delineating the benchmarks that will be emphasized across the curriculum, as well as strategies that will support the focus benchmark.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to emphasize to the entire faculty that READING teachers professional development has been secured to reinforce this content. ALL of our teachers, including our math teachers, will be criss trained.

Every Teacher Contributes to Reading Instruction

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

Cross curricular teams will provide various mixed media that contribute to the ability of students from different socioeconomic backgrounds to both identify and interpret texts in a variety of formats, subject matters, and genres.

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

Our freshmen are enrolled in a career research course that requires them to plan an academic course of action to better prepare for careers that they are interested in. In this course students create a portfolio of three career interests. The portfolio contains the necessary skills, aptitudes, and post secondary schooling needed to enter the workforce in their intended careers.

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

Individual meetings between students, the college adviser, the SAT program director, and one of the career research teachers. The college adviser lays out individualized education maps to direct students towards the entrance requirements for their colleges of choice. The SAT program director helps create individual study guides designed based on the individual student's strengths and weaknesses. The career research teacher advises the student on which colleges and majors would be appropriate for the student's intended career.

Strategies for improving student readiness for the public postsecondary level

Students are given individualized college readiness plans by the college adviser. The majority of juniors are enrolled in an intensive SAT preparatory course. There are college visits, tours, and open houses held through out the year both inside and outside of the school. The students also are given additional help improving their ability to write effective college entrance essays and personal statements.

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	76%	76%	Yes	78%
American Indian				
Asian				
Black/African American				
Hispanic	77%	73%	Yes	79%
White	78%	83%	Yes	81%
English language learners	50%	53%	Yes	55%
Students with disabilities				
Economically disadvantaged	75%	68%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	26%	31%
Students scoring at or above Achievement Level 4	82	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		83%	85%
Students in lowest 25% making learning gains (FCAT 2.0)		87%	88%

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)	40	62%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	42%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	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.		84%	86%

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	68	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	80%	Yes	77%
American Indian				
Asian				
Black/African American				
Hispanic	73%	75%	Yes	75%
White	92%	97%	Yes	93%
English language learners	76%	67%	No	78%
Students with disabilities				
Economically disadvantaged	78%	73%	No	80%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		85%	87%
Students in lowest 25% making learning gains (EOC)		61%	65%

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.		81%	83%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	39%	41%
Students scoring at or above Achievement Level 4	14	30%	31%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	34%	35%
Students scoring at or above Achievement Level 4	43	47%	47%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	45%	48%
Students scoring at or above Achievement Level 4	20	23%	24%

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)	3		5
Participation in STEM-related experiences provided for students	370	75%	85%

High Schools

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

Area 6: Career and Technical Education (CTE)

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

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	4%	3%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	10	11%	10%
Students with grade point average less than 2.0	29	8%	7%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	103	29%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	19	5%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	2%	2%
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)	77	90%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	69	87%	87%

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

The main way to assess parent involvement is by parent volunteer hours. These can take the form of assisting the physical education teacher with supervision of students to and from external athletic sites, assisting with the supervision of the cafeteria and food distribution, assisting with building maintenance, and other skilled services. A database of these hours is maintained by the office. We also track parent attendance activity in other after school activities such as open houses, PTSA functions, and dances.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Who Completed their Hours	350	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** The number of school sponsored activities available for parental involvement will increase from 7 to 9.
- G2.** Students achieving at proficient on the Reading FCAT 2.0 will increase by 2 percentage points from 76 percent proficient to 78 percent proficient.
- G3.** On time graduates scoring at "College Ready" in Reading on the PERT or any college placement test authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.
- G4.** Grade 10 students taking the FCAT Writing 2.0
- G5.** Students enrolled in Algebra 1 and Geometry during the 2013-2014 school year will maintain at 80 percent proficient as measured on the 2014 Algebra 1 and 2014 Geometry EOC.
- G6.** On Time graduates scoring "College Ready" in MATH on the PERT or any college placement test Authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.
- G7.** Students scoring at level 3 and above on the Algebra 1 EOC will increase by 3 percentage points going from 69% to 72% on the 2014 Algebra 1 EOC
- G8.** Students scoring at Achievement Level 3 and above on the Geometry 1 EOC will increase by 1 percentage point going from 81% to 82% on the 2014 Geometry EOC.
- G9.** Students scoring at level 3 and above on the Biology EOC will increase by 4 percentage points from 68 percent proficient to 72 percent proficient.
- G10.** STEM related activities provided throughout the year will increase by 3 from 2 to 5 activities
- G11.** Students scoring at level 3 and above on the US History EOC will increase by 3 percentage points from 69 percent proficient to 72 percent proficient comparing the results of the the US History baseline to the results of the the 2013 Winter Interim.
- G12.** Early Warning Systems for all students.

Goals Detail

G1. The number of school sponsored activities available for parental involvement will increase from 7 to 9.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent organizations such as FIPA and PTSA

Targeted Barriers to Achieving the Goal

- Parents have expressed that the time in which school sponsored activities occurs makes it difficult for working parents to participate in school sponsored activities.

Plan to Monitor Progress Toward the Goal

Increased parental participation at school sponsored activities

Person or Persons Responsible

Administration and Activities Director

Target Dates or Schedule:

At the end of the school year

Evidence of Completion:

Parent sign in sheets, Parent feedback surveys

G2. Students achieving at proficient on the Reading FCAT 2.0 will increase by 2 percentage points from 76 percent proficient to 78 percent proficient.

Targets Supported

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

Resources Available to Support the Goal

- Teachers will have students do a consistent, focused, reading intensive program called Reading Plus to increase students effectivity with regards to reading speed and comprehension of both informational and narrative texts.

Targeted Barriers to Achieving the Goal

- Grades 9 and 10 students scoring at level 3 on the FCAT Reading 2.0 will increase by 5 percentage points from 26 percent proficient to 31 percent proficient.

Plan to Monitor Progress Toward the Goal

generate reports to monitor goal progress

Person or Persons Responsible

teachers

Target Dates or Schedule:

bi weekly

Evidence of Completion:

FCAT score results meet the target of grade level effectiveness.

G3. On time graduates scoring at "College Ready" in Reading on the PERT or any college placement test authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.

Targets Supported

Resources Available to Support the Goal

- The Princeton Review's 11 SAT Practice Test Book 2014 Edition

Targeted Barriers to Achieving the Goal

- On time graduates who are college ready will increase by 2 percentage points from 84 to 86 percent proficient.

Plan to Monitor Progress Toward the Goal

official college readiness assessments

Person or Persons Responsible

mtss/rti

Target Dates or Schedule:

end of school year

Evidence of Completion:

students' results on official college readiness assessments show statistically significant improvement as compared to previous teacher administered assessments

G4. Grade 10 students taking the FCAT Writing 2.0

Targets Supported

- Writing

Resources Available to Support the Goal

- myaccess.com writing resource

Targeted Barriers to Achieving the Goal

- Students scoring at level 3.5 and above on the FCAT Writing 2.0 will increase by 3 percentage points from 72 to 75 percent proficient.

Plan to Monitor Progress Toward the Goal

end of year FCAT assessment

Person or Persons Responsible

teachers

Target Dates or Schedule:

end of year

Evidence of Completion:

students' effective FCAT achievement level reaches grade level requirements based on scores

G5. Students enrolled in Algebra 1 and Geometry during the 2013-2014 school year will maintain at 80 percent proficient as measured on the 2014 Algebra 1 and 2014 Geometry EOC.

Targets Supported

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

Resources Available to Support the Goal

- After School Tutoring, Saturday Tutoring

Targeted Barriers to Achieving the Goal

- English language learners will increase on the 2014 Algebra 1 EOC and 2014 Geometry EOC by 11 percentage points going from 67% to 78% Economically Disadvantaged students will increase on the 2014 Algebra 1 EOC and 2014 Geometry EOC 7 percentage points going from 73% to 80%.

Plan to Monitor Progress Toward the Goal

District Interims Algebra 1EOC Geometry EOC

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule:

Fall Interim- October Winter Interim- January Algebra EOC - May Geometry EOC - May

Evidence of Completion:

Score reports Team meetings

G6. On Time graduates scoring "College Ready" in MATH on the PERT or any college placement test Authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Online test preparation Software for PERT

Targeted Barriers to Achieving the Goal

- On-time graduates who are college ready will increase by 2 percentage points going from 81% in 2012 to 83% in 2014 on the PERT.

Plan to Monitor Progress Toward the Goal

PERT

Person or Persons Responsible

MTSS/Rti

Target Dates or Schedule:

May

Evidence of Completion:

Score reports Team meetings

G7. Students scoring at level 3 and above on the Algebra 1 EOC will increase by 3 percentage points going from 69% to 72% on the 2014 Algebra 1 EOC

Targets Supported

- Math (High School)
- Algebra 1 EOC

Resources Available to Support the Goal

- District Workshops

Targeted Barriers to Achieving the Goal

- Students scoring at level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 39% to 41% on the 2014 Algebra 1 EOC

Plan to Monitor Progress Toward the Goal

District Interims Algebra 1 EOC

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Fall Interim- October Winter Interim- January Algebra 1 EOC- May

Evidence of Completion:

Score reports Team meetings

G8. Students scoring at Achievement Level 3 and above on the Geometry 1 EOC will increase by 1 percentage point going from 81% to 82% on the 2014 Geometry EOC.

Targets Supported

- Math (High School)
- Geometry EOC

Resources Available to Support the Goal

- District PD

Targeted Barriers to Achieving the Goal

- Students scoring at level 3 on the Geometry EOC will increase by 1 percentage points going from 34% to 35% on the 2014 Geometry EOC.

Plan to Monitor Progress Toward the Goal

District Interims Geometry EOC

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule:

Fall Interim- October Winter Interim- January Geometry EOC- May

Evidence of Completion:

Score reports Team meetings

G9. Students scoring at level 3 and above on the Biology EOC will increase by 4 percentage points from 68 percent proficient to 72 percent proficient.

Targets Supported

- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Fairchild Challenge, Science Fair, and Hands-on Activities.

Targeted Barriers to Achieving the Goal

- Students scoring at level 3 on the Biology EOC will increase by 3 percentage points from 45 percent proficient to 48 percent proficient.

Plan to Monitor Progress Toward the Goal

Assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

October Interim January Interim May Biology EOC

Evidence of Completion:

Biology EOC

G10. STEM related activities provided throughout the year will increase by 3 from 2 to 5 activities

Targets Supported

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

Resources Available to Support the Goal

- Science Fair, PI day, Robotics Club, Fieldtrips

Targeted Barriers to Achieving the Goal

- Students lacked the opportunity take part in STEM related activities provided by the school

Plan to Monitor Progress Toward the Goal

Teacher observations Supervision of science fair and clubs

Person or Persons Responsible

NTSS/Rtl Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Chat logs parent and student surveys

G11. Students scoring at level 3 and above on the US History EOC will increase by 3 percentage points from 69 percent proficient to 72 percent proficient comparing the results of the the US History baseline to the results of the the 2013 Winter Interim.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- History Channel, Upfront Magazine, Research Papers

Targeted Barriers to Achieving the Goal

- Students scoring at level 3 on the US History EOC will increase by 2 percentage points from 29 percent proficient to 31 percent proficient comparing the results of the the US History baseline to the results of the the 2013 Winter Interim.

Plan to Monitor Progress Toward the Goal

Formative District Mandated Interim Assessments

Person or Persons Responsible

NTSS/Rtl Leadership Team

Target Dates or Schedule:

October - Fall Interim January - Winter Interim May - US History EOC

Evidence of Completion:

Summative 2014 US History EOC

G12. Early Warning Systems for all students.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Grade 9 students who failed 2 or more courses in any subject will decrease by 1 percentage point going from 11 percent to 10 percent.

Plan to Monitor Progress Toward the Goal

Improvement on students progress reports and report cards

Person or Persons Responsible

Counselor

Target Dates or Schedule:

Bi Quarterly

Evidence of Completion:

Less students failing courses at the end of the year

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of school sponsored activities available for parental involvement will increase from 7 to 9.

G1.B1 Parents have expressed that the time in which school sponsored activities occurs makes it difficult for working parents to participate in school sponsored activities.

G1.B1.S1 The school will vary at the time in which school sponsored activities are offered to allow parents with various schedules to attend.

Action Step 1

Offer activities at various times (early morning, evening, during the school day).

Person or Persons Responsible

Administration, the Activities Director, and School Parent Organizations (FIPA, PTSA)

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Master Calendar, School Website, Connect ED phone calls

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

Ensure that school sponsored activities are being offered at various times

Person or Persons Responsible

Administration

Target Dates or Schedule

Whenever there is an activity

Evidence of Completion

Master Calendar

Plan to Monitor Effectiveness of G1.B1.S1

The school will offer activities at times convenient for parents

Person or Persons Responsible

Activities Director, PTSA President, FIPA President

Target Dates or Schedule

After each activity

Evidence of Completion

Parent sign in sheets

G2. Students achieving at proficient on the Reading FCAT 2.0 will increase by 2 percentage points from 76 percent proficient to 78 percent proficient.

G2.B1 Grades 9 and 10 students scoring at level 3 on the FCAT Reading 2.0 will increase by 5 percentage points from 26 percent proficient to 31 percent proficient.

G2.B1.S1 Provide open internet access both before and after school hours to create equal access regardless of socio economic status.

Action Step 1

two 45 minute reading plus sessions per week

Person or Persons Responsible

Language arts teachers

Target Dates or Schedule

twice weekly

Evidence of Completion

teacher will monitor student data on a bi weekly basis.

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

The principal receives regular teacher and student progress reports.

Person or Persons Responsible

The principal

Target Dates or Schedule

Monthly

Evidence of Completion

Analysis of Data Reports

Plan to Monitor Effectiveness of G2.B1.S1

usage charts show time of access

Person or Persons Responsible

teacher

Target Dates or Schedule

during morning and after school computer access sessions

Evidence of Completion

comprehension and speed reports show access times that allow teachers and administrators to follow effectiveness of access.

G3. On time graduates scoring at "College Ready" in Reading on the PERT or any college placement test authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.

G3.B1 On time graduates who are college ready will increase by 2 percentage points from 84 to 86 percent proficient.

G3.B1.S1 Initial focus on the short reading passage parts of the exam to improve overall familiarity with the style of text present in all parts of the book

Action Step 1

short reading passage questions

Person or Persons Responsible

teacher

Target Dates or Schedule

biweekly

Evidence of Completion

accuracy of student methodology when answering the appropriate questions

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

student sample work

Person or Persons Responsible

mtss/rti

Target Dates or Schedule

monthly

Evidence of Completion

accuracy results of student sample work

Plan to Monitor Effectiveness of G3.B1.S1

SAT style assessment examinations

Person or Persons Responsible

teacher

Target Dates or Schedule

twice yearly

Evidence of Completion

Students' overall SAT style assessment scores show statistically significant improvement.

G4. Grade 10 students taking the FCAT Writing 2.0

G4.B1 Students scoring at level 3.5 and above on the FCAT Writing 2.0 will increase by 3 percentage points from 72 to 75 percent proficient.

G4.B1.S1 provide equal access to in school computer labs both before and after the school day to overcome the potential lack of quality with regards to home internet access

Action Step 1

computer labs

Person or Persons Responsible

teacher

Target Dates or Schedule

before and after school

Evidence of Completion

student progress reports

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

working computer labs

Person or Persons Responsible

mtss/rti

Target Dates or Schedule

daily

Evidence of Completion

data reports

Plan to Monitor Effectiveness of G4.B1.S1

myaccess.com

Person or Persons Responsible

Teacher

Target Dates or Schedule

after assignment due dates

Evidence of Completion

students increase percentage of completion on given assignments over the course of the year with regards to the fall and winter writing assessments

G5. Students enrolled in Algebra 1 and Geometry during the 2013-2014 school year will maintain at 80 percent proficient as measured on the 2014 Algebra 1 and 2014 Geometry EOC.

G5.B1 English language learners will increase on the 2014 Algebra 1 EOC and 2014 Geometry EOC by 11 percentage points going from 67% to 78% Economically Disadvantaged students will increase on the 2014 Algebra 1 EOC and 2014 Geometry EOC 7 percentage points going from 73% to 80%.

G5.B1.S1 Students will be giving additional opportunities for support in mathematics. After School tutoring, Saturday tutoring and Pull out tutoring.

Action Step 1

Identify ELL and ED students to select for tutoring

Person or Persons Responsible

MTSS/Rtl

Target Dates or Schedule

weekly

Evidence of Completion

Team meetings

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

Observations Team meetings

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Observation logs Meeting Minutes

Plan to Monitor Effectiveness of G5.B1.S1

Teacher generated Assessments Observations

Person or Persons Responsible

Mathematics teacher

Target Dates or Schedule

Daily

Evidence of Completion

Score reports Team meetings

G6. On Time graduates scoring "College Ready" in MATH on the PERT or any college placement test Authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.

G6.B1 On-time graduates who are college ready will increase by 2 percentage points going from 81% in 2012 to 83% in 2014 on the PERT.

G6.B1.S1 The School will use a test preparation computer software program to increase students test scores

Action Step 1

Have students practice with Online Pert Material

Person or Persons Responsible

11th/12th grade Mathematics Teacher

Target Dates or Schedule

3 times per year

Evidence of Completion

Score reports Team meetings

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

Observations Team meetings

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

3 times per year September, December, March

Evidence of Completion

Observation logs Meeting Minutes

Plan to Monitor Effectiveness of G6.B1.S1

Teacher generated Assessments Observations

Person or Persons Responsible

11th/12th grade Mathematics teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Score reports Team meetings

G7. Students scoring at level 3 and above on the Algebra 1 EOC will increase by 3 percentage points going from 69% to 72% on the 2014 Algebra 1 EOC

G7.B1 Students scoring at level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 39% to 41% on the 2014 Algebra 1 EOC

G7.B1.S1 Teachers will provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation

Action Step 1

Provide students with opportunities

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observations Team meetings

Facilitator:

Miami Dade County

Participants:

Algebra Teacher

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

Observations Team meetings

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Observation logs Meeting minutes

Plan to Monitor Effectiveness of G7.B1.S1

Teacher generated Assessments Observations

Person or Persons Responsible

Algebra Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Score reports Team meetings

G8. Students scoring at Achievement Level 3 and above on the Geometry 1 EOC will increase by 1 percentage point going from 81% to 82% on the 2014 Geometry EOC.

G8.B1 Students scoring at level 3 on the Geometry EOC will increase by 1 percentage points going from 34% to 35% on the 2014 Geometry EOC.

G8.B1.S1 The Teacher will use problem solving strategies to help students with real world problems dealing with two-Dimensional Geometry.

Action Step 1

Provide opportunities for solving real world problems

Person or Persons Responsible

Geometry Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observations Team meetings

Facilitator:

Miami Dade County

Participants:

Geometry Teacher

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

Observations Team meetings

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Observation Logs Meeting Minutes

Plan to Monitor Effectiveness of G8.B1.S1

Teacher generated assessments Observations

Person or Persons Responsible

Geometry Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Score reports Team meetings

G9. Students scoring at level 3 and above on the Biology EOC will increase by 4 percentage points from 68 percent proficient to 72 percent proficient.

G9.B1 Students scoring at level 3 on the Biology EOC will increase by 3 percentage points from 45 percent proficient to 48 percent proficient.

G9.B1.S1 Provide all students with more opportunities for enrichment and virtual laboratories through Gizmo.

Action Step 1

Hands-on laboratory activities.

Person or Persons Responsible

The Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lab reports

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

Observe classroom teachers

Person or Persons Responsible

Science Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Results of the Biology EOC 2013-1014

Plan to Monitor Effectiveness of G9.B1.S1

Teacher made assessments

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

weekly

Evidence of Completion

Students results

G10. STEM related activities provided throughout the year will increase by 3 from 2 to 5 activities

G10.B1 Students lacked the opportunity take part in STEM related activities provided by the school

G10.B1.S1 Teachers will provide more opportunities to participate in STEM related activities.

Action Step 1

Robotics Club

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Club meetings

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

Teacher observations Department Meetings

Person or Persons Responsible

Math and Science Head of Department

Target Dates or Schedule

Monthly

Evidence of Completion

Chat Logs Meeting Minutes

Plan to Monitor Effectiveness of G10.B1.S1

Science Fair Teacher Observations Clubs

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

December - Science Fair Monthly - Teacher observations Monthly - Clubs

Evidence of Completion

Parent and student surveys Chat Logs Meeting Minutes

G11. Students scoring at level 3 and above on the US History EOC will increase by 3 percentage points from 69 percent proficient to 72 percent proficient comparing the results of the the US History baseline to the results of the the 2013 Winter Interim.

G11.B1 Students scoring at level 3 on the US History EOC will increase by 2 percentage points from 29 percent proficient to 31 percent proficient comparing the results of the the US History baseline to the results of the the 2013 Winter Interim.

G11.B1.S1 Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.

Action Step 1

Students will create word walls, charts, and word maps.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Vocabulary quizzes DBQ

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

Teacher observations Department Meetings

Person or Persons Responsible

Department Head

Target Dates or Schedule

Monthly

Evidence of Completion

Chat logs Meetings Minutes

Plan to Monitor Effectiveness of G11.B1.S1

Teacher made assessments

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Formative District mandated Interims assessments

G12. Early Warning Systems for all students.

G12.B2 Grade 9 students who failed 2 or more courses in any subject will decrease by 1 percentage point going from 11 percent to 10 percent.

G12.B2.S1 The counselor will identify students in danger of failing a course at regular intervals throughout the year and offer these students guidance for success.

Action Step 1

Monitor student performance at time of progress reports and report cards

Person or Persons Responsible

The Counselor

Target Dates or Schedule

Bi - Quarterly

Evidence of Completion

Probation Meeting Log

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

Monitor the probation meeting logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Probation Log

Plan to Monitor Effectiveness of G12.B2.S1

Less students failing courses

Person or Persons Responsible

Administration and the school counselor

Target Dates or Schedule

Quarterly

Evidence of Completion

A decrease in the amount of students being placed on probation

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 III funds are used to supplement and enhance the programs for ELL by providing funds to implement and or provide: Tutorial Programs, parent outreach activities, professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional materials, purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics, and science is purchased for selected schools to be used by ELL students.

Nutrition Programs: we offer the National School Lunch Program. We also offer breakfast. We also have a wellness plan in place monitored physical fitness teacher and the EESAC that sponsors activities throughout the year to encourage =, promote and facilitate a healthy lifestyle and healthy choices.

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.

G7. Students scoring at level 3 and above on the Algebra 1 EOC will increase by 3 percentage points going from 69% to 72% on the 2014 Algebra 1 EOC

G7.B1 Students scoring at level 3 on the Algebra 1 EOC will increase by 2 percentage points going from 39% to 41% on the 2014 Algebra 1 EOC

G7.B1.S1 Teachers will provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation

PD Opportunity 1

Provide students with opportunities

Facilitator

Miami Dade County

Participants

Algebra Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observations Team meetings

G8. Students scoring at Achievement Level 3 and above on the Geometry 1 EOC will increase by 1 percentage point going from 81% to 82% on the 2014 Geometry EOC.

G8.B1 Students scoring at level 3 on the Geometry EOC will increase by 1 percentage points going from 34% to 35% on the 2014 Geometry EOC.

G8.B1.S1 The Teacher will use problem solving strategies to help students with real world problems dealing with two-Dimensional Geometry.

PD Opportunity 1

Provide opportunities for solving real world problems

Facilitator

Miami Dade County

Participants

Geometry Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Observations Team meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G6. On Time graduates scoring "College Ready" in MATH on the PERT or any college placement test Authorized under rule 6A-10.0315, F.A.C. including SAT, ACT, and CPT.

G6.B1 On-time graduates who are college ready will increase by 2 percentage points going from 81% in 2012 to 83% in 2014 on the PERT.

G6.B1.S1 The School will use a test preparation computer software program to increase students test scores

Action Step 1

Have students practice with Online Pert Material

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed