2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Springs Senior High School

751 DOVE AVE

Miami Springs, FL 33166

305-885-3585

http://miamisprings.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	C

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
Miami Springs Senior High Schl

Principal
Edward R. Smith

School Advisory Council chair
Ana Drew

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

Name	Title
Edward R. Smith	Principal
Anthony Saunders	Assistant Principal
Alfred Torossian	Assistant Principal
Alina Valero	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

1 Principal, 1 Assistant Principal, -1 UTD steward – 5 teachers with 1 alternate, 1 Adult/Vocational Teacher, – 5 parents with 1 Alternate, 2 educational support, 4 students , 3 Business and Community Representatives.

Involvement of the SAC in the development of the SIP

Several EESAC members form part of the SIP Writing Team. The Writing team analyzes the data, sets goals, identifies barriers and generates strategies to target weaknesses and accomplish goals. The EESAC reviews the SIP and makes changes and suggestions. The EESAC approves the SIP.

Activities of the SAC for the upcoming school year

The EESAC will be instrumental in writing and reviewing the SIP. The EESAC also allocates EESAC funds to further the goals of the SIP. The EESAC meets monthly to discuss the School Improvement Plan, to monitor progress toward its goals, and make changes as necessary to the SIP.

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

Total funds: $9,399. The EESAC allocated the following: $2,999.00 for incentives and rewards for students; $750.00 to ELAN (student published literary magazine); $3,000.00 for academic competitions; $1,292 for media center purchases; $435.00 for peer tutoring center materials and $923.00 for Advanced Placement textbooks.

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

N/A

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:

Edward R. Smith		
Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	Degrees: Bachelors of Arts in Education Masters of Education Certifications: School Principal Exceptional Student Education (K-12) Emotional Handicaps (K-12) Teacher Coordinator of Work Experience Programs
Performance Record	2013 - School Grade B Rdg. Proficiency, 49% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 75 points Rdg. AMO-No Math AMO-Yes 2009 - 2012 - N/A

Alfred Torossian		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Degrees: Bachelors of Science in Physical Education Masters of Science in Physical Education Specialist in Educational Leadership Certifications: Educational Leadership (all levels) Exceptional Student Education (K-12) Health (K-12) Physical Education (K-12)
Performance Record	2013 - School Grade C Rdg. Proficiency, 39% Math Proficiency, 42% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 70 points Rdg. AMO -No Math AMO-No 2012-School Grade-B Rdg. Proficiency, 36% Math Proficiency, 49% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 79 points Rdg. AMO -No Math AMO-No 2011 - School Grade-B Rdg. Proficiency, 34% Math Proficiency, 64% Rdg. Lrg. Gains, 50 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% - 59 points Math Imp. of Lowest 25% - 66 points 2010- School Grade-C Rdg. Proficiency, 32% Math Proficiency, 67% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25% - 79 points 2009 - School Grade-C Rdg. Proficiency, 30% Math Proficiency, 62% Rdg. Lrg. Gains, 50 points Math Lrg. Gains, 75 points

Rdg, Imp. of Lowest 25% - 57 points
Math Imp. of Lowest 25% - 73 points

Anthony Saunders		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Degrees: Bachelors Business Administration, Masters Computers, Education Leadership Certificates- Bus. Ed, Educational Leadership
Performance Record	2013 - School Grade B Rdg. Proficiency, 49% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 75 points Rdg. AMO -No Math AMO-Yes 2012-School Grade-A Rdg. Proficiency, 44% Math Proficiency, 57% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 72 points Rdg. AMO -No Math AMO-Yes 2011 - School Grade-C Rdg. Proficiency, 39% Math Proficiency, 74% Rdg. Lrg. Gains, 48 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 62 points 2010- School Grade-C Rdg. Proficiency, 40% Math Proficiency, 75% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 43 points Math Imp. of Lowest 25% - 79 points 2009 - School Grade-B Rdg. Proficiency, 51% Math Proficiency, 73% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 78 points Rdg, Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 79 points

Alina Valero		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelor of Science in Exceptional Student Education Masters of Science in TESOL Masters of Science in Ed. Leadership Certifications: Elementary Education, ESOL, Mentally Handicapped, Pre- K/Primary, Elem Ed, Ed Leadership and a Reading Endorsement
Performance Record	2013 - School Grade A Rdg. Proficiency, 56% Math Proficiency, 60% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 73 points Rdg. AMO -No Math AMO-Yes 2012-School Grade-A Rdg. Proficiency, 52% Math Proficiency, 57% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 49 points Rdg. AMO -No Math AMO-Yes 2011 - School Grade-A Rdg. Proficiency, 48% Math Proficiency, 77% Rdg. Lrg. Gains, 58 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 58 points Math Imp. of Lowest 25% - 65 points 2010- School Grade-B Rdg. Proficiency, 49% Math Proficiency, 75% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 56 points Math Imp. of Lowest 25% - 71 points 2009 - School Grade-B Rdg. Proficiency, 44% Math Proficiency, 72% Rdg. Lrg. Gains, 56 points Math Lrg. Gains, 78 points Rdg, Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25% - 75 points

Alina Valero		

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mariana Laney

Full-time / School-based	Years as Coach: 3	Years at Current School: 13

Areas	Reading/Literacy
Credentials	BA English Literature MS TESOL EDS Reading Language Arts 6-12 ESOL K-12 Reading K-12
Performance Record	2013 - School Grade B Rdg. Proficiency, 49% Math Proficiency, 62% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 75 points Rdg. AMO -No Math AMO-Yes 2012-School Grade-A Rdg. Proficiency, 44% Math Proficiency, 57% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 72 points Rdg. AMO -No Math AMO-Yes 2011 - School Grade-C Rdg. Proficiency, 39% Math Proficiency, 74% Rdg. Lrg. Gains, 48 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 53 points Math Imp. of Lowest 25% - 62 points 2010- School Grade-C Rdg. Proficiency, 40% Math Proficiency, 75% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 81 points Rdg. Imp. of Lowest 25% - 43 points Math Imp. of Lowest 25% - 79 points 2009 - School Grade-B Rdg. Proficiency, 51% Math Proficiency, 73% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 78 points Rdg, Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 79 points

Classroom Teachers

# of classroom teachers

87

 # receiving effective rating or higher

82, 94%

 # Highly Qualified Teachers

68%

 # certified in-field

81, 93%

 # ESOL endorsed

21, 24%

 # reading endorsed

13, 15%

 # with advanced degrees

32, 37%

 # National Board Certified

7, 8%

 # first-year teachers

1, 1%

 # with 1-5 years of experience

6, 7%

 # with 6-14 years of experience

31, 36%

 # with 15 or more years of experience

50, 57%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

The following strategies will be supervised by the administrative team.
1. Networking with other schools to recruit personnel
2. Placement of student classroom observers and interns
3. Regular meetings with new teachers
4. Participation in the Mentoring and Induction for New Teachers (MINT) Program

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentee will be paired with a mentor within their academic department. A mentor teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, and/or a MINT certified site-based mentor. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based and data-driven strategies for each domain. The mentor is given release time to observe the mentee and provide feedback and coaching.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
4. Maintain data on interventions, as well as, updating staff on procedures and progress.
5. Provide clear indicators of student need and student progress.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Edward R. Smith Principal: Ensure commitment and allocate resources. Provides a common vision for the use of data-based decision-making and to ensure that the school-based team is implementing the

Rtl. The principal will review the Rtl skills of the school staff, will ensure that the implementation of the interventions support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities and acts as the school contact.

Assistant Principals: Anthony Saunders, Alfred Torossian, Alina Valero - Ensure commitment and allocate resources. Monitor the use of data-based decision-making and to ensure that the school-based team is implementing the Rtl. Assist in the monitoring of interventions support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Instructional Leaders :

Edward R. Smith, Principal

Alfred Torossian, Assistant Principal

Alina Valero, Assistant Principal

Anthony Saunders, Assistant Principal

Corina Mills, Student Services and Cambridge

Jessica Latoni, Instructional Leader Language Arts

Mariana Laney, Instructional Leader, Reading, Reading Coach

Jason Moris, Instructional Leader SPED

Andrea Ackner, Instructional Leader Social Studies

Donna Bellamy, UTD Steward

William Drew, Physical Education Instructional Leader

Jason Jackson, Instructional Leader Science

Carole Haile, Instructional Leader ESOL

Rene Barge, iTech Academy

Beatriz Llerena, Test Chairperson

Jose Piedra, Instructional Leader Foreign Language

Linda Brown, Instructional Leader Fine Arts/Vocational Education

Desiree Valdes, Instructional Leader Math

Ann Carranza, Instructional Leader AOHT Magnet Program

All of whom will meet to review consensus, infrastructure, and implementation. Participate in data collection and lead data chats. Integrate instructional activities and collaborate with other instructional departments to provide opportunities for literacy across the curriculum. Will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving Provides information about core instruction, participates in student data collection, delivers instruction/intervention, collaborates with staff, integrates materials/instruction with activities.

Jason Moris -SPED: Participates in student data collection, integrates core instructional activities/ materials into instruction, collaborate with general education teachers through such activities as co-teaching.

Reading Coach, Mariana Laney: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assist with early intervention services for at-risk students; participates in the design and deliver professional development; provide support for assessment and implementation monitoring.

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

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics,science, writing, and behavior.

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

Baseline data: Florida Comprehensive Assessment Test (FCAT), EOC's, Progress Monitoring and Reporting Network (PMRN) Progress Monitoring: PMRN, District Interim Assessments, FAIR, teacher prepared mini-assessments, Interim Assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR), District Interim Assessments
End of Year: FAIR, District Interim Assessments, FCAT 2.0
Frequency of Data Days: Bi-Weekly Jamestown Reading Navigator monitoring
Monthly monitoring of WRAP writing prompts
TRE
District Writing Test Pre and Post
Team will meet and implement a Multi-Tier System of Support/Response to Instruction/Intervention (MTSS/RtI).
Referrals and Suspension concerns will be brought to Literacy Leadership team for response and intervention.

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

MTSS will be supported through continued dialogue and redirection of instruction based on needs assessments conducted interdepartmentally and agreed upon through Literacy Leadership Team.
Policies and procedures will be aligned across classroom, grade, building, district, and state levels.
There will be ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
Parents will receive information through the Parent Resource Center and at Open House.
The Literacy Leadership Team will assist in the creation of strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
Professional Development will be provided during an early release days to provide all faculty members with training on the implementation of data based decisions that will further enhance student achievement. Additionally, the Rtl team will evaluate further PD needs during the Rtl meetings to stay abreast of changes to student evaluation, concerns and suggestions.

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: 4,320

•Mathematics department offers early bird instruction.
•After school tutoring will be offered twice a week for one hour over a 12 week span in order to assist in preparation for FCAT.
•Crunch time initiative will include Saturday school for 6 weeks for 2.5 hours each day.
Honor societies will offer tutoring twice a week for students in need of remediation or instruction twice a week.

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?

Bi weekly anecdotal and mini-assessments, Baseline, Fall, Winter and Spring Interim Assessments, Student Data Chats through Language Arts and Reading Departments. Reading Coach will analyze effectiveness and identify areas in need of remediation.

Who is responsible for monitoring implementation of this strategy?

Edward R. Smith, Principal
Alfred Torossian, Assistant Principal
Alina Valero, Assistant Principal
Anthony Saunders, Assistant Principal
Corina Mills, Student Services and Cambridge
Jessica Latoni, Instructional Leader Language Arts
Mariana Laney, Instructional Leader, Reading, Reading Coach
Jason Moris, Instructional Leader SPED
Andrea Ackner, Instructional Leader Social Studies
Donna Bellamy, UTD Steward
William Drew, Physical Education Instructional Leader
Jason Jackson, Instructional Leader Science
Carole Haile, Instructional Leader ESOL
Rene Barge, iTech Academy
Beatriz Llerena, Test Chairperson
Jose Piedra, Instructional Leader Foreign Language
Linda Brown, Instructional Leader Fine Arts/Vocational Education
Desiree Valdes, Instructional Leader Math
Ann Carranza, Instructional Leader AOHT Magnet Program

Literacy Leadership Team (LLT)

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

Name	Title
Edward R. Smith	Principal

Name	Title
Anthony Saunders	Assistant Principal
Alfred Torossian	Assistant Principal
Alina Valero	Assistant Principal
Corina Mills	Student Services
Jessica Latoni	Instructional Leader Language Arts
Mariana Laney	Instructional Leader, Reading, Reading Coach
Jason Moris	Instructional Leader SPED
Andrea Ackner	Instructional Leader Social Studies
Donna Bellamy	UTD Steward
William Drew	Physical Education Instructional Leader
Jason Jackson	Instructional Leader Science
Carole Haile	Instructional Leader ESOL
Rene Barge	iTech Academy
Beatriz Llerena	Test Chairperson
Jose Piedra	Instructional Leader Foreign Language
Linda Brown	Instructional Leader Fine Arts/Vocational Education
Desiree Valdes	Instructional Leader Math
Ann Carranza	Instructional Leader AOHT Magnet Program

How the school-based LLT functions

The Principal, Assistant Principal, Reading Coach, mentor Reading teachers, content area teachers, and other departmental volunteers will serve on the team which will meet at once a month to discuss implementation of school wide initiatives and identify areas in need of attention throughout the content areas.

Major initiatives of the LLT

The Literacy Leadership Team will initiate a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development to align with Common Core and NGSSS. Additionally, the Literacy Leadership Team will support the creation and implementation of magnet programs.

Every Teacher Contributes to Reading Instruction

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

Through the Instructional Leaders, each department will be asked to select a volunteer teacher to participate in the Literacy Team. Members of the Literacy Team will create and present Professional Development activities during the early release days that will address the areas of need based on reviewed data. Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. Our Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum.
The Reading Coach will model lessons with the teachers in all areas. The Reading Coach and teachers will meet to conference, coach and model a lesson, complete the lesson and then meet for a debriefing session in order to reflect on the validity of the lesson.

Also, we will review the 2013 FCAT Reading data and teachers will receive Professional Development in the areas of vocabulary, differentiated instruction, complex texts, rigor and rubrics. This will allow the teachers to enhance their instruction in the classroom. Additionally, PD's will be planned and executed based on District Interim Assessment data.

College and Career Readiness

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

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

Students are encouraged to take elective courses that are aligned within an area of student interest that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together. This will be done through the infusion of project based instruction.

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

Secondary School Reform has allowed high schools to make elective combinations that promote career planning. As students discuss their potential career interest with their counselors, they are exposed to the possible Academy options that may interest the student. Through this discussion and choice selection, students' course of study is meaningful. EPEP will be used to identify students' choices.

Strategies for improving student readiness for the public postsecondary level

Miami Springs Sr. High School's graduates completing a post-secondary curriculum has increased steadily. A post-secondary curriculum includes four Language Arts courses, at least three to four Mathematics courses, three to four science courses and the three required social studies courses. Additionally dual enrollment courses are encouraged. MSSH also encourages students to participate in Advanced Placement/Dual Enrollment Courses beginning in the ninth grade with World History.
The graduation data shows 77.0% of our students receive a diploma. Our Student Services department will continue to meet with senior students three times during the school year. This will ensure that senior students are monitoring their GPA and the possibility for scholarships such as the Bright Futures. Our College Advisor Counselor invites colleges and universities to come to the school and meet with students that are potential candidates to attend their schools. Also, she will continue to work with students on compiling Financial Aid information and the research of scholarships for students. Administrative team will meet with at risk students.

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	53%	49%	No	58%
American Indian				
Asian				
Black/African American	43%	36%	Yes	48%
Hispanic	53%	49%	No	58%
White	68%	80%	Yes	72%
English language learners	31%	10%	No	38%
Students with disabilities	38%	32%	No	44%
Economically disadvantaged	48%	46%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	200	21%	25%
Students scoring at or above Achievement Level 4	240	26%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

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)	179	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	94	26%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	98	29%	36%

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.		64%	68%

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	292	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	54%	62%	Yes	59%
American Indian				
Asian				
Black/African American	42%	52%	Yes	48%
Hispanic	55%	62%	Yes	60%
White	63%	77%	Yes	67%
English language learners	36%	39%	Yes	42%
Students with disabilities	49%	39%	No	54%
Economically disadvantaged	53%	61%	Yes	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		74%	77%
Students in lowest 25% making learning gains (EOC)		75%	78%

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.		53%	58%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	36%	38%
Students scoring at or above Achievement Level 4	138	33%	34%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	25%	29%
Students scoring at or above Achievement Level 4	89	20%	22%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	40%	43%
Students scoring at or above Achievement Level 4	68	16%	17%

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	391	22%	24%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		71%	73%
Students taking one or more advanced placement exams for STEM-related courses	187	11%	13%
CTE-STEM program concentrators	60		70
Students taking CTE-STEM industry certification exams	204	12%	14%
Passing rate (%) for students who take CTE-STEM industry certification exams		92%	94%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	265	13%	15%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	135	8%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		88%	90%
Students taking CTE industry certification exams	219	13%	15%
Passing rate (%) for students who take CTE industry certification exams		91%	93%
CTE program concentrators	170	10%	12%
CTE teachers holding appropriate industry certifications	6	100%	100%

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	156	8%	7%
Students in ninth grade with one or more absences within the first 20 days	69	17%	15%
Students in ninth grade who fail two or more courses in any subject	132	29%	28%
Students with grade point average less than 2.0	355	20%	19%
Students who fail to progress on-time to tenth grade	10	2%	1%
Students who receive two or more behavior referrals	1326	73%	72%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	587	31%	30%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	18	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)	303	77%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	355	74%	76%

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

Please refer to the Parent Involvement Plan (Title I school)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.

G2. For 2012, 64% of on-time graduates scored college ready on the Postsecondary Readiness Test (PERT) and/or any college placement test.

G3. The current level of performance for students achieving Level 3.5 and above in the FCAT 2.0 Writing is 60%.

G4. Increase the number of students in the L25% making learning gains on the Spring 2014 Algebra I and Geometry EOC.

G5. For 2013 53% of on-time graduates achieved college ready scores on the Postsecondary Education Readiness Test (PERT) or any other college placement test.

G6. As noted on the 2012 Math Assessment 62% of students scored at level 3 or above.

G7. Increase the number of students making learning gains on the Spring 2014 Algebra I and Geometry EOC.

G8. On the 2013 Algebra I EOC 36% of students scored at level 3 and 33% scored at level 4 or 5.

G9. On the 2013 Geometry EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

G10. On the 2013 Biology EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

G11. Increase the number of students enrolled in STEM related courses and those passing CTE-STEM Industry Certification Exams

G12. Expand the CTE program to increase the number of students participating and performing in CTE Industry Certification exams.

G13. Increase the number of students meeting proficiency on the U.S. History EOC for the 2013-2014 school year.

G14. Help 9th grade students transition successfully into high school by monitoring their progress on coursework, attendance, and maintaining a 2.0 grade point average or higher to ensure they progress to the next grade level.

G15. Increase the graduation rate and reduce the number of students dropping out of school.

Goals Detail

G1. The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.

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

Resources Available to Support the Goal
- Reading Coach support; school-wide initiatives such as Word of the Day and reading/writing activities implemented school-wide; Computer Assisted Programs (CAP) such as Reading Plus, FAIR, Achieve 3000, and other programs.

Targeted Barriers to Achieving the Goal
- Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to a limited exposure to Tier 2 and Tier 3 vocabulary words necessary to comprehend rigorous texts; and Reporting Category 3, Literary Analysis due to limited exposure to literary elements.

- Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to limited experience with reading and understanding advanced words/phrases; and Reporting Category 3, Literary Analysis, due to limited experience reading a wide variety of rigorous texts with higher-level, problem-and-solution-finding activities.

- The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 3, Literary Analysis, due to limited experience reading a wide variety of rigorous texts that require students to infer and draw conclusions within and across texts.

- The area of deficiency for students in the lowest 25% subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 1, Vocabulary, due to limited experience using appropriate reading strategies to help them comprehend a variety of texts.

- The area of deficiency as noted on the 2013 CELLA was the category of Speaking and Listening due to students having a limited understanding of language, including listening, speaking, reading, and writing about subject area content.

- The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students lacking the basic reading literacy skills needed to comprehend grade-level content.

- The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

- Performance data for students in the English Language Learners (ELL), Hispanic, and Students with Disabilities (SWD subgroups indicate that the area of deficiency was Reporting Category 3, Literary Analysis due to student weaknesses in comprehending figurative language and how it is used in a variety of texts.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT 2.0

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the FCAT 2.0.

G2. For 2012, 64% of on-time graduates scored college ready on the Postsecondary Readiness Test (PERT) and/or any college placement test.

Targets Supported
- Reading (Postsecondary Readiness)

Resources Available to Support the Goal
- Reading Coach support, Computer Assisted Programs (CAP) such as Reading Plus and Achieve 3000, after-school and/or Saturday Academy Tutoring, SAT/ACT/PERT Bell-ringers

Targeted Barriers to Achieving the Goal
- Students have limited exposure to test preparation activities within the school day due to limitations with the school's six period day and our remediation schedule.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT 2.0.

Person or Persons Responsible
MTSS/RtI Team.

Target Dates or Schedule:
Quarterly.

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the FCAT 2.0.

G3. The current level of performance for students achieving Level 3.5 and above in the FCAT 2.0 Writing is 60%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Support from Instructional Leader and Reading Coach, resources from our school-wide writing plan, curriculum-related writing activities, including writing rubrics.

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

Plan to Monitor Progress Toward the Goal

Following FCIM, the Team will use data from Interim and FCAT 2.0 Writing results.

Person or Persons Responsible
MTSS/RtI Team.

Target Dates or Schedule:
Quarterly.

Evidence of Completion:
Formative Assessments: District Interim Assessments and Summative Assessments: results for the 2014 Writing FCAT 2.0.

G4. Increase the number of students in the L25% making learning gains on the Spring 2014 Algebra I and Geometry EOC.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Critical Thinking course Algebra Cognitive Tutor Geometry Cognitive Tutor

Targeted Barriers to Achieving the Goal
- Students experienced difficulty in solving multi-step equations, inequalities, and functions.
- Students experienced difficulty in connecting previous understandings to new understandings in the areas of quadrilaterals and triangles.

Plan to Monitor Progress Toward the Goal

Teachers will review student work and/or data (at the end of teaching a lesson/unit of instruction and after teacher-created assessments and Interim assessments are complete) to decide if appropriate learning gains are being made. A determination of the effectiveness of the strategies being taught will be made by the teachers, Instructional Leader, LLT and Assistant Principals and adjustments to instructional practices will be planned and shared.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, and Assistant Principals.

Target Dates or Schedule:

Ongoing data analysis by the teachers will take place at the end of a lesson/unit of instruction. Progress will also be monitoring when students take teacher-created assessments (ongoing) and after students have completed Interim assessments (3 times a year).

Evidence of Completion:

Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains. Data from the 2014 EOC will be used to determine the effectiveness of these strategies.

G5. For 2013 53% of on-time graduates achieved college ready scores on the Postsecondary Education Readiness Test (PERT) or any other college placement test.

Targets Supported

Resources Available to Support the Goal

- Saturday Academy Tutoring and/or after school tutoring, SAT/ACT/PERT Bell-ringers and computer assisted programs (CAP)

Targeted Barriers to Achieving the Goal

- Students experienced difficulties in performing the basic algorithms without a calculator.

Plan to Monitor Progress Toward the Goal

Teachers will review student work and/or data (at the end of teaching a lesson/unit of instruction and after teacher-created assessments and Interim assessments are complete) to decide if appropriate learning gains are being made. A determination of the effectiveness of the strategies being taught will be made by the teachers, Instructional Leader, LLT and Assistant Principals and adjustments to instructional practices will be planned and shared.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, and Assistant Principals.

Target Dates or Schedule:

Ongoing data analysis by the teachers will take place at the end of a lesson/unit of instruction. Progress will also be monitoring when students take teacher-created assessments (ongoing).

Evidence of Completion:

Teacher-created assessment results and monitoring of student work. Data from the Spring 2014 PERT will be used to determine the effectiveness of these strategies. Data from "college ready" equivalent on any college placement test (ACT or SAT) will be used to determine the effectiveness of these strategies.

G6. As noted on the 2012 Math Assessment 62% of students scored at level 3 or above.

Targets Supported

Resources Available to Support the Goal
- Computer assisted programs (CAP) such as Carnegie, tutoring and small group interventions.

Targeted Barriers to Achieving the Goal
- Students with Disabilities (SWD) subgroups scored at 39% on the Spring 2013 Math Assessment.
- Students made 74% learning gains on the Spring 2013 EOC. The area of deficiency noted was in Category 1: Linear Equations.
- Students in the lowest 25% made 75% learning gains on the Spring 2013 EOC. The area of deficiency noted was in Category 1: Linear Equations.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the EOC

G7. Increase the number of students making learning gains on the Spring 2014 Algebra I and Geometry EOC.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Algebra I and Geometry Cognitive Tutor.

Targeted Barriers to Achieving the Goal
- Students experienced difficulty in solving multi-step equations, inequalities, and functions. Students experienced difficulty in relating geometry to Algebra by using coordinate geometry to determine regularity, congruence, and similarity.

Plan to Monitor Progress Toward the Goal

Teachers will review student work and/or data (at the end of teaching a lesson/unit of instruction and after teacher-created assessments and Interim assessments are complete) to decide if appropriate learning gains are being made. A determination of the effectiveness of the strategies being taught will be made by the teachers, Instructional Leader, LLT and Assistant Principals and adjustments to instructional practices will be planned and shared.

Person or Persons Responsible
Teachers, Instructional Leader, LLT, and Assistant Principals.

Target Dates or Schedule:
Ongoing data analysis by the teachers will take place at the end of a lesson/unit of instruction. Progress will also be monitoring when students take teacher-created assessments (ongoing) and after students have completed Interim assessments (3 times a year).

Evidence of Completion:
Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains. Data from the Spring 2014 EOC will be used to determine the effectiveness of these strategies.

G8. On the 2013 Algebra I EOC 36% of students scored at level 3 and 33% scored at level 4 or 5.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Computer assisted programs (CAP) such as Carnegie, tutoring and small group interventions.

Targeted Barriers to Achieving the Goal
- Students scoring Level 3 on the Spring 2013 EOC experienced difficulty in comprehending word problems and solving them when the equation, inequality, and/or system of equations were not given.

- Students scoring Level 4 or 5 on the Spring 2013 EOC experienced difficulty in solving multistep equations, especially identifying the correct operation for each step.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the EOC

G9. On the 2013 Geometry EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Computer assisted programs (CAP) such as Carnegie and Geometry Sketchpad, tutoring and small group interventions.

Targeted Barriers to Achieving the Goal
- According to the 2013 Geometry EOC students scoring at level 3 had the most difficulty with two-dimensional geometry due to the lack of practice on reasoning and constructing deductive proofs.

- According to the 2013 Geometry EOC students scoring at level 4 or 5 had the most difficulty with three-dimensional geometry due to the lack of practice on reasoning and constructing deductive proofs.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the EOC

G10. On the 2013 Biology EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Gizmos, Discovery, PBS Learning Media, NBC Learns Edgenuity, FCAT Explorer and Florida Achieve FOCUS.

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Biology EOC, level 3 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.

- According to the results of the 2013 Biology EOC, level 4 and 5 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional practice on inquiry based activities that make connections to real-life experiences.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the EOC

G11. Increase the number of students enrolled in STEM related courses and those passing CTE-STEM Industry Certification Exams

Targets Supported
- STEM - High School

Resources Available to Support the Goal
- South Florida Regional Science Fair, Fairchild Challenge, Nascar Ten80

Targeted Barriers to Achieving the Goal
- There is a lack of students participating in STEM related courses.
- New iTech Academy is in its second year and enrollment in not strong enough for student completion of various STEM programs.
- Low enrollment in intermediate and advanced courses.

Plan to Monitor Progress Toward the Goal

Assessment data reports will be reviewed for enrollment recommendation.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Ongoing.

Evidence of Completion:
Assessments: Mini-assessments, Quizzes/Tests, Interim Assessments, PSAT and FCAT results. Student enrollment in STEM courses.

G12. Expand the CTE program to increase the number of students participating and performing in CTE Industry Certification exams.

Targets Supported
- CTE

Resources Available to Support the Goal
- New iTech wing, new MTA Gaming curriculum and new course in carpentry.

Targeted Barriers to Achieving the Goal
- The iTech Academy, Cambridge Academy, Academy of Hospitality and Tourism and Advanced Placement Program students are pulled from the same group. With a six period schedule in place at our school it has become difficult for students to be placed in CTE courses (electives) to prepare for Industry Certification Exams.
- There is a lack of students participating in CTE related courses and Industry Certification Exams.

Plan to Monitor Progress Toward the Goal

Follow-up between Academies and Student Services will be done on a regular basis once the articulation and subject selection process begins in the Spring semester.

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
During articulation and subject selection.

Evidence of Completion:
Student enrollment in CTE courses.

G13. Increase the number of students meeting proficiency on the U.S. History EOC for the 2013- 2014 school year.

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal
- Moodle site and progress monitoring

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was Reporting Category 1; Late Nineteenth and Early Twentieth Centuries.
- The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the upper third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible
MTSS/RtI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative Assessments, District Interim Assessments, and Summative Assessments: results of the EOC

G14. Help 9th grade students transition successfully into high school by monitoring their progress on coursework, attendance, and maintaining a 2.0 grade point average or higher to ensure they progress to the next grade level.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Support from our Student Services Counselors and Community Involvement Specialist (CIS); use of an Alternate to Suspension Program and Truancy Program.

Targeted Barriers to Achieving the Goal
- Students and parents are not aware of the attendance requirements outlined in the Student Code of Conduct and do not understand the consequences of non-compliance.
- Students and parents do not understand the importance of monitoring their academic progress.
- Students and parents are not aware that behavioral difficulties have negative consequences on their overall school progress as outlined in the Student Code of Conduct.

Plan to Monitor Progress Toward the Goal

Student progress will be monitored by administrators and students will be placed on agreements/contracts as needed.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
On a daily, weekly and monthly basis throughout the school year.

Evidence of Completion:
Evaluate and analyze year-end attendance report.

G15. Increase the graduation rate and reduce the number of students dropping out of school.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Principal, Assistant Principals, Social Worker, Community Involvement Specialist, Counselors, Instructional Leaders and Teachers

Targeted Barriers to Achieving the Goal

- The majority of students that dropped out of school have high truancy rates and low performance and credit completion.

Plan to Monitor Progress Toward the Goal

The grade level database will be monitored by the Assistant principals and Counselors. Review of credit histories /checklist credit history roster.

Person or Persons Responsible

Principal, Assistant Principals, Social Worker, Community Involvement Specialist, Counselors, Instructional Leaders and Teachers

Target Dates or Schedule:

On a monthly basis throughout the year.

Evidence of Completion:

Evaluate and analyze the end of year graduation report.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.

G1.B1 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to a limited exposure to Tier 2 and Tier 3 vocabulary words necessary to comprehend rigorous texts; and Reporting Category 3, Literary Analysis due to limited exposure to literary elements.

G1.B1.S1 Provide students with practice using Tier 2 and Tier 3 vocabulary words to comprehend text.

Action Step 1

Analyze and monitor student data using appropriate screening,diagnostic, progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Students will practice using appropriate Tier 2 and Tier 3 vocabulary words by determining the meaning of words and phrases as they are used in a variety of texts, including figurative and connotative meanings, and analyzing the impact of specific word choices on meaning and tone.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments, including interims.

Facilitator:

Reading Coach and Instructional Leader

Participants:

Teachers

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

Following the FQM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Ongoing.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B1.S2 Provide students with strategies to identify clue words that signal comparison-and-contrast relationships to comprehend a variety of texts.

Action Step 1

Students will use appropriate reading strategies to identify clue words that signal comparison-and-contrast relationships between literal and figurative language in order to comprehend how figurative language is used in a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Facilitator:

Reading Coach and Instructional Leader

Participants:

Teachers.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B2 Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to limited experience with reading and understanding advanced words/phrases; and Reporting Category 3, Literary Analysis, due to limited experience reading a wide variety of rigorous texts with higher-level, problem-and-solution-finding activities.

G1.B2.S1 Provide students advanced vocabulary activities to support their comprehension of rigorous texts.

Action Step 1

Students will use advanced word/phrase relationships and their meanings, including instruction in different levels of content-specific words (shades of meaning).

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Teachers may develop word walls and use reciprocal teaching strategies to assist students with vocabulary retention and provide students a wide variety of texts to read.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

G1.B2.S2 Provide students with opportunities to engage in problem-and-solution-finding activities to increase their comprehension of literary works.

Action Step 1

Students will compare and contrast literal and figurative language in order to differentiate between the two by reading a wide variety of genres and using selective highlighting to aid in the differentiation of figurate and literal language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Students will analyze literary elements in a variety of genres to comprehend how they add to the meaning of rigorous texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B3 The area of deficiency for students not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 3, Literary Analysis, due to limited experience reading a wide variety of rigorous texts that require students to infer and draw conclusions within and across texts.

G1.B3.S1 Provide students with opportunities to analyze an author's perspective to understand a wide variety of fiction and non-fiction genres.

Action Step 1

Analyze and monitor student data using appropriate screening, diagnostic, Ongoing Student progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

Action Step 2

Ongoing.

Person or Persons Responsible

Teachers will use differentiated, explicit instruction and think-aloud strategies to ingrain in students the practice of justifying their answers by going back to the text for support as well as provide students continuous practice using a variety of appropriate strategies to determine the main idea or essential message.

Target Dates or Schedule

Student work and site-generated assessments, including Interims.

Evidence of Completion

Student work and site-generated assessments, including Interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B3.S2 Use data and teacher-student data chats to plan systematic interventions that target the analysis of literary terms and their use in a wide variety of fiction and non-fiction genres.

Action Step 1

Analyze and monitor student data using appropriate screening, diagnostic, ongoing student progress monitoring, and outcome measures for Reading to examine trends, set goals and targets for the year and plan systematic interventions that differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B3.S3 Plan after-school and Saturday tutoring sessions that require students to read a wide variety of rigorous texts and require students to use appropriate strategies to comprehend the text.

Action Step 1

Analyze student data to plan after-school and Saturday tutoring sessions that expose students to a wide variety of rigorous texts and require students to use appropriate vocabulary and reading strategies to comprehend text.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments, including Interims.

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B3.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B4 The area of deficiency for students in the lowest 25% subgroup not making learning gains as noted on the 2013 FCAT 2.0 was Reporting Category 1, Vocabulary, due to limited experience using appropriate reading strategies to help them comprehend a variety of texts.

G1.B4.S1 Provide opportunities for students to acquire and use multiple meaning vocabulary words.

Action Step 1

Students will practice analyzing an author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text in a wide variety of fiction and non-fiction genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Analyze and monitor student data using progress monitoring, data reports, and outcome measures for Reading to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B4.S2 Use data and teacher-student data chats to plan systematic interventions that target vocabulary acquisition and practice using a wide variety of rigorous texts.

Action Step 1

Analyze and monitor student data using ongoing student progress monitoring to examine trends, set goals and targets for the year and plan systematic interventions that differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B4.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B4.S3 Plan after-school and Saturday tutoring sessions that require students to read a wide variety of rigorous texts and use appropriate vocabulary strategies to comprehend the text.

Action Step 1

Analyze student data to plan after-school and Saturday tutoring sessions that expose students to a wide variety of rigorous texts and require students to use appropriate vocabulary and reading strategies to comprehend text.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments, including Interims.

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B4.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B5 The area of deficiency as noted on the 2013 CELLA was the category of Speaking and Listening due to students having a limited understanding of language, including listening, speaking, reading, and writing about subject area content.

G1.B5.S1 Provide opportunities for students to engage in guided interaction activities that include academic language proficiency practice focused on differentiating between literal and figurative language.

Action Step 1

Students will work in groups to learn and practice differentiating between literal and figurative language to develop auditory and linguistic skills.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Students will work together in small groups on specific class projectsthat encourage students to develop linguistic skills. Students will take turn presenting segments of the project to the class.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B6 The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students lacking the basic reading literacy skills needed to comprehend grade-level content.

G1.B6.S1 Provide students with explicit instruction and think-aloud strategies to help them increase their oral fluency and comprehension of texts.

Action Step 1

Teachers will use explicit instruction and think-aloud strategies to help students determine the main idea or essential message in grade-level texts or higher through summarizing, paraphrasing, and identifying relevant details.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, quizzes/tests, and student portfolios.

Action Step 3

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, quizzes/tests, and student portfolios.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B7 The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students having limited opportunity to use the writing process in English outside of the classroom.

G1.B7.S1 Provide opportunities for students to the process of planning, drafting, revising, editing and publishing in writing assignments.

Action Step 1

Students will be exposed to writing activities using graphic organizers to arrange information and label key concepts when writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

Action Step 2

Following the FCTM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B8 Performance data for students in the English Language Learners (ELL), Hispanic, and Students with Disabilities (SWD subgroups indicate that the area of deficiency was Reporting Category 3, Literary Analysis due to student weaknesses in comprehending figurative language and how it is used in a variety of texts.

G1.B8.S1 Provide opportunities for student exposure to vocabulary words and literary texts through all content areas to increase comprehension of texts.

Action Step 1

Students will read a variety of fiction and non-fiction literary text using appropriate strategies to comprehend texts, citing evidence from the text to support analysis of what the text says.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G1.B8.S2 Use data and teacher-student data chats to plan systematic interventions that target the analysis of literary terms and their use in a wide variety of fiction and non-fiction genres.

Action Step 1

Analyze and monitor student data using appropriate ongoing student progress monitoring to examine trends, set goals and targets for the year and plan systematic interventions that differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B8.S3 Plan after-school and Saturday tutoring sessions that require students to read a wide variety of rigorous texts and require students to use appropriate reading strategies to comprehend the text.

Action Step 1

Analyze student data to plan after-school and Saturday tutoring sessions that expose students to a wide variety of rigorous texts and require students to use appropriate vocabulary and reading strategies to comprehend text.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

Plan to Monitor Fidelity of Implementation of G1.B8.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S3

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G1.B8.S4 Teachers in the ELL department will use a flexible rotation schedule that provides students opportunities to use computer-based instruction and teacher-led groups to target weak benchmarks.

Action Step 1

Teachers analyze computer-based reading data and group students for the purpose of targeting instruction and increasing student achievement on Reporting Category 3, Literary Analysis.

Person or Persons Responsible

Teachers, Instructional Leaders, Reading Coach, Assistant Principals, and Principal.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments, including Interims.

Plan to Monitor Fidelity of Implementation of G1.B8.S4

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G1.B8.S4

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

G2. For 2012, 64% of on-time graduates scored college ready on the Postsecondary Readiness Test (PERT) and/or any college placement test.

G2.B1 Students have limited exposure to test preparation activities within the school day due to limitations with the school's six period day and our remediation schedule.

G2.B1.S1 Provide opportunities for students to participate in activities and remediation classes within and/or outside of the school day.

Action Step 1

Provide opportunities for students to attend after-school and/or Saturday Academy Tutoring program.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

Action Step 2

Provide English 4, College Prep courses focused on helping students learn reading and test-taking strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

Action Step 3

Provide opportunities for students to attend after-school and/or Saturday Academy Tutoring program.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

Action Step 4

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G3. The current level of performance for students achieving Level 3.5 and above in the FCAT 2.0 Writing is 60%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments. Due to the lower number of students scoring 5s and 6s on the 2013 FCAT Writing Test, students may be struggling with developing support that is substantial, specific, relevant, and concrete.

G3.B1.S1 Students will use the writing process and peer editing strategies to produce essays that are focused and have a logical organizational pattern with relevant supporting details.

Action Step 1

Have students use revising/editing charts, teacher conferencing, and peer editing through collaborative oral discussions to build on each other's thoughts and ideas.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site-generated writing assessments.

Action Step 2

During writing instruction students will use a graphic organizer / plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and facts) to develop organization and elaboration.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work and site generated writing assessments.

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team.

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/tests and Interim assessments, including writing prompts and rubrics.

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT).

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Formative Assessments: Writing Prompts, Quizzes/Tests, and Interim Assessments.

G4. Increase the number of students in the L25% making learning gains on the Spring 2014 Algebra I and Geometry EOC.

G4.B1 Students experienced difficulty in solving multi-step equations, inequalities, and functions.

G4.B1.S1 Identify students in the lowest 25% and place them in a Critical Thinking course to address the mathematics deficiencies particularly in the areas of expressions, equations, inequalities, and functions as indicated by data reports. Students will be given weekly access to the Algebra 1 Cognitive Tutor. This alternative instructional delivery method will be used to support practice and remediation.

Action Step 1

The team will adjust the focus calendars according to the data obtained.

Person or Persons Responsible

The algebra team which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

Target Dates or Schedule

The team will meet weekly to discuss data obtained through informal assessments, observations, formal teacher created assessments, and district interim assessment.

Evidence of Completion

The team will meet monthly with the math department to report their current data and strategies.

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

The Instructional Leader will provide teachers with resources and support as needed. Teachers will use exit slips and/or mini-assessments to ensure that students are using appropriate strategies and making learning gains.

Person or Persons Responsible

Instructional Leader, Assistant Principals, and Principal.

Target Dates or Schedule

Bi-weekly/weekly walk-throughs by Administration will ensure instruction is taking place and that teachers are using evidence-based strategies. Bi-monthly Instructional Leader/Department Meetings will allow for monitoring of implementation. Instructional Leaders will meet with teachers and follow-up with the administration on an ongoing basis to request support as needed.

Evidence of Completion

Teacher-created assessment results, monitoring of student work and Interim Assessment data results will demonstrate students are making appropriate learning gains.

Plan to Monitor Effectiveness of G4.B1.S1

Review of student work, teacher-created assessments, Baseline and Interim reports will demonstrate that students are making appropriate learning gains as determined by their tested independent math level.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, Assistant Principals.

Target Dates or Schedule

Monitoring the effectiveness of strategies will occur at the end of each lessons and/or unit of instruction and after students take necessary teacher-created or benchmark assessments. Instructional Leaders will review Interim data with departments during regular bi-monthly and monthly meetings. Assistant Principals will conduct ongoing (bi-weekly) classroom walk-throughs to review data binders and student work. After Interim assessments are completed, teachers will analyze data and meet with students to share the data. The Administrative Team will meet with teachers to review their progress during data chats.

Evidence of Completion

Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains.

G4.B2 Students experienced difficulty in connecting previous understandings to new understandings in the areas of quadrilaterals and triangles.

G4.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of quadrilaterals and triangles. Students will be given weekly access to the Geometry Cognitive Tutor. This alternative instructional delivery method will be used to support practice and remediation. The student learning notebooks will reflect the practice of these concepts. Provide opportunities for small group instruction.

Action Step 1

Teachers will adjust the focus calendars according to the data obtained.

Person or Persons Responsible

Geometry teachers which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

Target Dates or Schedule

Teachers will meet weekly to discuss data obtained through informal assessments, observations, formal teacher created assessments, and district interim assessment.

Evidence of Completion

Teachers will meet monthly with the math department to report their current data and strategies.

Facilitator:

Instructional Leader

Participants:

The geometry teachers which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

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

The Instructional Leader will provide teachers with resources and support as needed. Teachers will use exit slips and/or mini-assessments to ensure that students are using appropriate strategies and making learning gains.

Person or Persons Responsible

Instructional Leader, Assistant Principals, and Principal.

Target Dates or Schedule

Bi-weekly/weekly walk-throughs by Administration will ensure instruction is taking place and that teachers are using evidence-based strategies. Bi-monthly Instructional Leader/Department Meetings will allow for monitoring of implementation. Instructional Leaders will meet with teachers and follow-up with the administration on an ongoing basis to request support as needed.

Evidence of Completion

Teacher-created assessment results, monitoring of student work and Interim Assessment data results will demonstrate students are making appropriate learning gains.

Plan to Monitor Effectiveness of G4.B2.S1

Review of student work, teacher-created assessments, Baseline and Interim reports will demonstrate that students are making appropriate learning gains as determined by their tested independent math level.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, Assistant Principals.

Target Dates or Schedule

Monitoring the effectiveness of strategies will occur at the end of each lessons and/or unit of instruction and after students take necessary teacher-created or benchmark assessments. Instructional Leaders will review Interim data with departments during regular bi-monthly and monthly meetings. Assistant Principals will conduct ongoing (bi-weekly) classroom walk-throughs to review data binders and student work. After Interim assessments are completed, teachers will analyze data and meet with students to share the data. The Administrative Team will meet with teachers to review their progress during data chats.

Evidence of Completion

Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains.

G5. For 2013 53% of on-time graduates achieved college ready scores on the Postsecondary Education Readiness Test (PERT) or any other college placement test.

G5.B1 Students experienced difficulties in performing the basic algorithms without a calculator.

G5.B1.S1 Provide students with opportunities to practice without a calculator by teaching them alternate calculation strategies.

Action Step 1

Teach students alternative strategies to using a calculator and provide practice to ensure mastery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G6. As noted on the 2012 Math Assessment 62% of students scored at level 3 or above.

G6.B1 Students with Disabilities (SWD) subgroups scored at 39% on the Spring 2013 Math Assessment.

G6.B1.S1 Students lack the content vocabulary skills needed to solve problem-based questions.

Action Step 1

Incorporate reading and vocabulary strategies into instruction to increase conceptual understanding of word problems..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Formative Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G6.B2 Students made 74% learning gains on the Spring 2013 EOC. The area of deficiency noted was in Category 1: Linear Equations.

G6.B2.S1 Provide opportunities for students to practice problem based equations on linear functions.

Action Step 1

Provide opportunities for students to solve, graph, interpret, and analyze to variable linear equations, inequalities, and systems of linear equations using two variables.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

Action Step 2

Use data to re-teach weak benchmarks and create differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G6.B3 Students in the lowest 25% made 75% learning gains on the Spring 2013 EOC. The area of deficiency noted was in Category 1: Linear Equations.

G6.B3.S1 Provide opportunities for students to solve equations based on real world examples.

Action Step 1

Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for Math to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Provide opportunities for students to analyze and solve linear equations and inequalities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G7. Increase the number of students making learning gains on the Spring 2014 Algebra I and Geometry EOC.

G7.B1 Students experienced difficulty in solving multi-step equations, inequalities, and functions. Students experienced difficulty in relating geometry to Algebra by using coordinate geometry to determine regularity, congruence, and similarity.

G7.B1.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of expressions, equations, inequalities, and functions. Students will be given weekly access to the Algebra 1 Cognitive Tutor. This alternative instructional delivery method will be used to support practice and remediation. The student learning notebooks will reflect the practice of these concepts.

Action Step 1

The team will adjust the focus calendars according to the data obtained.

Person or Persons Responsible

The algebra team which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

Target Dates or Schedule

The team will meet weekly to discuss data obtained through informal assessments, observations, formal teacher created assessments, and district interim assessment.

Evidence of Completion

Teachers will meet monthly with the math department to report their current data and strategies.

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

The Instructional Leader will provide teachers with resources and support as needed. Teachers will use exit slips and/or mini-assessments to ensure that students are using appropriate strategies and making learning gains.

Person or Persons Responsible

Instructional Leader, Assistant Principals, and Principal.

Target Dates or Schedule

Bi-weekly/weekly walk-throughs by Administration will ensure instruction is taking place and that teachers are using evidence-based strategies. Bi-monthly Instructional Leader/Department Meetings will allow for monitoring of implementation. Instructional Leaders will meet with teachers and follow-up with the administration on an ongoing basis to request support as needed.

Evidence of Completion

Teacher-created assessment results, monitoring of student work and Interim Assessment data results will demonstrate students are making appropriate learning gains.

Plan to Monitor Effectiveness of G7.B1.S1

Review of student work, teacher-created assessments, Baseline and Interim reports will demonstrate that students are making appropriate learning gains as determined by their tested independent math level.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, Assistant Principals.

Target Dates or Schedule

Monitoring the effectiveness of strategies will occur at the end of each lessons and/or unit of instruction and after students take necessary teacher-created or benchmark assessments. Instructional Leaders will review Interim data with departments during regular bi-monthly and monthly meetings. Assistant Principals will conduct ongoing (bi-weekly) classroom walk-throughs to review data binders and student work. After Interim assessments are completed, teachers will analyze data and meet with students to share the data. The Administrative Team will meet with teachers to review their progress during data chats.

Evidence of Completion

Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains.

G7.B1.S2 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of quadrilaterals and triangles. Students will be given weekly access to the Geometry Cognitive Tutor. This alternative instructional delivery method will be used to support practice and remediation. The student learning notebooks will reflect the practice of these concepts.

Action Step 1

The team will adjust the focus calendars according to the data obtained.

Person or Persons Responsible

The geometry team which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

Target Dates or Schedule

The team will meet weekly to discuss data obtained through informal assessments, observations, formal teacher created assessments, and district interim assessment.

Evidence of Completion

The team will meet monthly with the math department to report their current data and strategies.

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

The Instructional Leader will provide teachers with resources and support as needed. Teachers will use exit slips and/or mini-assessments to ensure that students are using appropriate strategies and making learning gains.

Person or Persons Responsible

Instructional Leader, Assistant Principals, and Principal.

Target Dates or Schedule

Bi-weekly/weekly walk-throughs by Administration will ensure instruction is taking place and that teachers are using evidence-based strategies. Bi-monthly Instructional Leader/Department Meetings will allow for monitoring of implementation. Instructional Leaders will meet with teachers and follow-up with the administration on an ongoing basis to request support as needed.

Evidence of Completion

Teacher-created assessment results, monitoring of student work and Interim Assessment data results will demonstrate students are making appropriate learning gains.

Plan to Monitor Effectiveness of G7.B1.S2

Review of student work, teacher-created assessments, Baseline and Interim reports will demonstrate that students are making appropriate learning gains as determined by their tested independent math level.

Person or Persons Responsible

Teachers, Instructional Leader, LLT, Assistant Principals.

Target Dates or Schedule

Monitoring the effectiveness of strategies will occur at the end of each lessons and/or unit of instruction and after students take necessary teacher-created or benchmark assessments. Instructional Leaders will review Interim data with departments during regular bi-monthly and monthly meetings. Assistant Principals will conduct ongoing (bi-weekly) classroom walk-throughs to review data binders and student work. After Interim assessments are completed, teachers will analyze data and meet with students to share the data. The Administrative Team will meet with teachers to review their progress during data chats.

Evidence of Completion

Teacher-created assessment results, monitoring of student work, Baseline and Interim Assessment data results will demonstrate students are making appropriate learning gains.

G8. On the 2013 Algebra I EOC 36% of students scored at level 3 and 33% scored at level 4 or 5.

G8.B1 Students scoring Level 3 on the Spring 2013 EOC experienced difficulty in comprehending word problems and solving them when the equation, inequality, and/or system of equations were not given.

G8.B1.S1 Support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations by providing opportunities for students to model real world situations.

Action Step 1

Students will use real world situations using multiple representations, finding ways to reach a connection and conclusion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G8.B2 Students scoring Level 4 or 5 on the Spring 2013 EOC experienced difficulty in solving multistep equations, especially identifying the correct operation for each step.

G8.B2.S1 According to the 2013 Algebra I EOC Level 4 and 5 students had the most difficulty with solving multistep equations, especially with analysis and application.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, Ongoing interpret, analyze and apply concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G9. On the 2013 Geometry EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

G9.B1 According to the 2013 Geometry EOC students scoring at level 3 had the most difficulty with two-dimensional geometry due to the lack of practice on reasoning and constructing deductive proofs.

G9.B1.S1 Support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.

Action Step 1

Teachers will encourage students to reason using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Facilitator:

Instructional Leader

Participants:

Teachers

Action Step 2

Use student learning notebooks to reflect the definitions, conjectures, and theorems required to construct the proofs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G9.B2 According to the 2013 Geometry EOC students scoring at level 4 or 5 had the most difficulty with three-dimensional geometry due to the lack of practice on reasoning and constructing deductive proofs.

G9.B2.S1 Provide opportunities for students to explore chords, tangents, radii, and great circles of sphere.

Action Step 1

Use student learning notebooks to reflect the in-depth analysis of concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G10. On the 2013 Biology EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

G10.B1 According to the results of the 2013 Biology EOC, level 3 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional time to comprehend key biology vocabulary and increase their reading comprehension within the content area.

G10.B1.S1 Provide opportunities for students to understand complex vocabulary used in molecular biology context.

Action Step 1

Infuse vocabulary strategies in science texts and released EOC passages to provide students an opportunity to increase their understanding of scientific vocabulary.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G10.B2 According to the results of the 2013 Biology EOC, level 4 and 5 students had most difficulty with the Molecular and Cellular Biology reporting category. Students need additional practice on inquiry based activities that make connections to real-life experiences.

G10.B2.S1 Provide more opportunities for students to due more project and inquiry-based learning.

Action Step 1

Allow students to develop their own ideas and answers to questions through independent observation and experimentation and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding of biology content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, site-generated assessments, including interims, and placement results in competitions and fairs.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. Increase the number of students enrolled in STEM related courses and those passing CTE-STEM Industry Certification Exams

G11.B1 There is a lack of students participating in STEM related courses.

G11.B1.S1 Use formal assessments to identify students that have potential to succeed in accelerated STEM courses.

Action Step 1

Increase the number of students participating in formal assessments and recommend more students based on assessment results.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student assessments.

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

Assessment data reports will be reviewed for enrollment recommendation.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Ongoing.

Evidence of Completion

Assessment results.

Plan to Monitor Effectiveness of G11.B1.S1

Assessment data reports will be reviewed for enrollment recommendation.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Ongoing.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, Interim Assessments, PSAT and FCAT results.

G11.B2 New iTech Academy is in its second year and enrollment in not strong enough for student completion of various STEM programs.

G11.B2.S1 The iTech Academy, Cambridge Academy, Academy of Hospitality and Tourism and Advanced Placement Program students are pulled from the same group. With a six period schedule in place at our school it has become difficult for students to be placed in STEM courses.

Action Step 1

Students not participating in Academy pathways will be identified for potential enrollment into STEM courses based on elective course options during the subject selection process.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

During recruitment fairs in November and December and the articulation process in January.

Evidence of Completion

Student interest in STEM courses.

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

Review student schedules and subject selections to determine students interest and inquiry of STEM courses.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student interest in STEM courses.

Plan to Monitor Effectiveness of G11.B2.S1

Review student schedules and subject selections to determine students interest and inquiry of STEM courses.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student interest in STEM courses.

G11.B3 Low enrollment in intermediate and advanced courses.

G11.B3.S1 Promote CTE awareness, through activities such as Academic/Career Fairs, Open House and activities with feeder pattern schools.

Action Step 1

Students not participating in Academy pathways will be identified for potential enrollment into STEM courses based on elective course options during the subject selection process.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Increase interest and inquiry from students for advanced courses. Student schedules and subject selections.

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Students not participating in Academy pathways will be identified for potential enrollment into STEM courses based on elective course options during the subject selection process.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Increase interest and inquiry from students for advanced courses. Student schedules and subject selections.

Plan to Monitor Effectiveness of G11.B3.S1

Students not participating in Academy pathways will be identified for potential enrollment into STEM courses based on elective course options during the subject selection process.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase interest and inquiry from students for advanced courses. Student schedules and subject selections.

G12. Expand the CTE program to increase the number of students participating and performing in CTE Industry Certification exams.

G12.B1 The iTech Academy, Cambridge Academy, Academy of Hospitality and Tourism and Advanced Placement Program students are pulled from the same group. With a six period schedule in place at our school it has become difficult for students to be placed in CTE courses (electives) to prepare for Industry Certification Exams.

G12.B1.S1 Use formal assessments to identify students that have potential to succeed in accelerated CTE courses.

Action Step 1

Increase the number of students participating in formal assessments and recommend more students based on assessment results.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Student assessments and recommendations.

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

Increase the number of students participating in formal assessments and recommend more students based on assessment results.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Student assessments and recommendations.

Plan to Monitor Effectiveness of G12.B1.S1

Increase the number of students participating in formal assessments and recommend more students based on assessment results.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly

Evidence of Completion

Student assessments and recommendations.

G12.B2 There is a lack of students participating in CTE related courses and Industry Certification Exams.

G12.B2.S1 Students in Academies will be identified for specific Industry Certification Exams based on course and year enrolled. Students not participating in Academy pathways will be identified for potential enrollment into CTE courses based on elective course options during the subject selection process.

Action Step 1

Advertise Academies and ICE related courses during middle school articulation and subject selection in the Spring to increase enrollment in these areas.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of course selection during articulation and subject selection.

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

Advertise Academies and ICE related courses during middle school articulation and subject selection in the Spring to increase enrollment in these areas.

Person or Persons Responsible

Teachers and Counselors.

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of course selection during articulation and subject selection.

Plan to Monitor Effectiveness of G12.B2.S1

Advertise Academies and ICE related courses during middle school articulation and subject selection in the Spring to increase enrollment in these areas.

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Quarterly

Evidence of Completion

Review of course selection during articulation and subject selection.

G13. Increase the number of students meeting proficiency on the U.S. History EOC for the 2013- 2014 school year.

G13.B1 The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the middle third was Reporting Category 1; Late Nineteenth and Early Twentieth Centuries.

G13.B1.S1 Provide opportunities for students to examine opposing points of view on a variety of historical issues.

Action Step 1

Implement differentiated instruction through the use of visuals, Moodle website, PowerPoint and Smart Board presentations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Ensure that all U.S. History students enrolled in regular and honors courses participate in the District's baseline, winter, and spring interim assessments and data from assessments are utilized to shape instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G13.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G13.B2 The area of deficiency as noted on the 2013 administration of the U.S. History EOC for students scoring in the upper third was Reporting Category 1: Late Nineteenth and Early Twentieth Centuries

G13.B2.S1 Provide opportunities for students to examine opposing points of view on a variety of historical issues.

Action Step 1

Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Action Step 2

Provide students with opportunities to discuss, values, complexities, and dilemmas involved in social, political and economic issues in history; assist students in developing well-reasoned positions on issues

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G13.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Literacy Team (LLT)

Target Dates or Schedule

Bi-weekly.

Evidence of Completion

Assessments: Mini-assessments, Quizzes/Tests, and Interim Assessments.

G14. Help 9th grade students transition successfully into high school by monitoring their progress on coursework, attendance, and maintaining a 2.0 grade point average or higher to ensure they progress to the next grade level.

G14.B1 Students and parents are not aware of the attendance requirements outlined in the Student Code of Conduct and do not understand the consequences of non-compliance.

G14.B1.S1 Parents will be informed of attendance procedures and/or their child's progress throughout the school year at school events such as Open House, student grade-level orientations, Freshman Parent Orientation, Junior Parent Night, Senior Parent Night, student-Counselor meetings, Leadership Team meetings.

Action Step 1

Student attendance will be monitored by administrators and students will be placed on attendance agreements/contracts as needed.

Person or Persons Responsible

Leadership Team and Student Services

Target Dates or Schedule

Ongoing. .

Evidence of Completion

Maintain and follow-up with grade-level attendance database on a weekly basis.

Action Step 2

Parent will be informed of their child's absences through Connect-Ed messages and/or calls from the Leadership Team. The student will be placed on Attendance Contracts when they demonstrate excessive absences.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Maintain and follow-up with grade-level attendance database on a weekly basis.

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Student attendance will be monitored by administrators and students will be placed on attendance agreements/contracts as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Maintain and follow-up with grade-level attendance database on a weekly basis.

Plan to Monitor Effectiveness of G14.B1.S1

Student attendance will be monitored by administrators and students will be placed on attendance agreements/contracts as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student attendance will be monitored by administrators and students will be placed on attendance agreements/contracts as needed.

G14.B2 Students and parents do not understand the importance of monitoring their academic progress.

G14.B2.S1 Students and parents will be informed of academic progress and given support to ensure students experience academic success.

Action Step 1

Inform parents and students of how to monitor their academic progress by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Student Services, Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

Action Step 2

Inform parents and students of how to monitor their academic progress by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Student Services, Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Inform parents and students of how to monitor their academic progress by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Student Services, Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

Plan to Monitor Effectiveness of G14.B2.S1

Inform parents and students of how to monitor their academic progress by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Leadership Team and Student Services

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

G14.B3 Students and parents are not aware that behavioral difficulties have negative consequences on their overall school progress as outlined in the Student Code of Conduct.

G14.B3.S1 Students and parents will be informed about behavioral expectations and consequences as outlined in the Student Code of Conduct.

Action Step 1

Inform parents and students of behavioral expectations and consequences by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Leadership Team.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

Plan to Monitor Fidelity of Implementation of G14.B3.S1

Inform parents and students of behavioral expectations and consequences by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, aLeadership Team nd Student Services support meetings.

Person or Persons Responsible

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

Plan to Monitor Effectiveness of G14.B3.S1

Inform parents and students of behavioral expectations and consequences by offering school events throughout the year to support parents and students such as Open House, grade-level orientations, Freshman Parent Night, and Student Services support meetings.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing.

Evidence of Completion

Agenda, parental sign-in sheets, academic database notes.

G15. Increase the graduation rate and reduce the number of students dropping out of school.

G15.B1 The majority of students that dropped out of school have high truancy rates and low performance and credit completion.

G15.B1.S1 Parents will be provided with attendance procedures at school events throughout the year such as Open House, grade-level orientations, Parent Night, Student Services support meetings and school stake-holders will monitor student's progress.

Action Step 1

Identify and refer students who may be developing a pattern of non-attendance to the Administrator over attendance for intervention services for each grade level.

Person or Persons Responsible

Student Services and the Leadership Team

Target Dates or Schedule

Throughout the year on a weekly and monthly basis.

Evidence of Completion

Leadership Team meetings and attendance monitoring logs.

Action Step 2

The Student Services department will identify and conduct credit checks with yearly frequency for grades 9-11 and bi-yearly for grade 12.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student database.

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

Identify and refer students who may be developing a pattern of non-attendance to the Administrator over attendance for intervention services for each grade level.

Person or Persons Responsible

Student Services and the Leadership Team

Target Dates or Schedule

Throughout the year on a weekly and monthly basis.

Evidence of Completion

Leadership Team meetings and attendance monitoring logs.

Plan to Monitor Effectiveness of G15.B1.S1

Weekly updates during administrative meetings and review of truancy process to the faculty during meetings.

Person or Persons Responsible

Principal, Assistant Principals, Social Worker, Community Involvement Specialist, Counselors, Instructional Leaders and Teachers

Target Dates or Schedule

On a weekly basis throughout the year.

Evidence of Completion

Grade level databases will be monitored throughout the year by the Assistant Principals and Counselors to ensure effectiveness.

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
Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs. Additionally, funds will be used to maintain class size in the ninth and tenth grade specifically.
Additionally, Miami Springs Senior High School will provide services to students requiring additional remediation through the availability of after school tutoring. Also, if needed and available, funds will be used to assist in the design and implementation for progress monitoring, data collection, and data analysis and provide support for assessment and implementation monitoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Miami Springs Senior High School's Leadership Team and 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. 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
Miami Springs Senior high 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, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Title II Miami Springs Senior High School will use supplemental funds for improving basic education to fund training to certify qualified mentors for the New Teacher Program (MINT), to supply training for add on endorsement programs such as Reading, Gifted and ESOL and to fund substitutes so teachers may attend professional development activities.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12,)
Title VI, Part B - NA
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

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)

Miami Springs Senior High School will utilize Title I funding to service students requiring additional remediation with Saturday School tutorial programs.

Violence Prevention Programs Miami Springs Senior High School will utilize the student services department to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at MSSH: Bullying Program Student / Parent counseling with members of the student services department.

Nutrition Programs

Miami Spring Senior High School adheres to and implements the nutrition requirements stated in the district wellness policy Nutrition education as per state statute is taught through physical education classes.

Housing Programs - N/A

Head Start

Adult Education

We will work with our Adult Education program in order to provide students with the opportunity to recover credits not achieved during the regular school program. This is beneficial to the student and school in order to maintain the graduation requirements.

Career and Technical Education

Job Training

Other

Parental:

Miami Springs Senior High School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami Springs Senior High School will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Miami Springs Senior High School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in

May.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.

G1.B1 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to a limited exposure to Tier 2 and Tier 3 vocabulary words necessary to comprehend rigorous texts; and Reporting Category 3, Literary Analysis due to limited exposure to literary elements.

G1.B1.S1 Provide students with practice using Tier 2 and Tier 3 vocabulary words to comprehend text.

PD Opportunity 1

Students will practice using appropriate Tier 2 and Tier 3 vocabulary words by determining the meaning of words and phrases as they are used in a variety of texts, including figurative and connotative meanings, and analyzing the impact of specific word choices on meaning and tone.

Facilitator

Reading Coach and Instructional Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments, including interims.

G1.B1.S2 Provide students with strategies to identify clue words that signal comparison-and-contrast relationships to comprehend a variety of texts.

PD Opportunity 1

Students will use appropriate reading strategies to identify clue words that signal comparison-and-contrast relationships between literal and figurative language in order to comprehend how figurative language is used in a variety of texts.

Facilitator

Reading Coach and Instructional Leader

Participants

Teachers.

Target Dates or Schedule

Ongoing.

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

G4. Increase the number of students in the L25% making learning gains on the Spring 2014 Algebra I and Geometry EOC.

G4.B2 Students experienced difficulty in connecting previous understandings to new understandings in the areas of quadrilaterals and triangles.

G4.B2.S1 Develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of quadrilaterals and triangles. Students will be given weekly access to the Geometry Cognitive Tutor. This alternative instructional delivery method will be used to support practice and remediation. The student learning notebooks will reflect the practice of these concepts. Provide opportunities for small group instruction.

PD Opportunity 1

Teachers will adjust the focus calendars according to the data obtained.

Facilitator

Instructional Leader

Participants

The geometry teachers which consists of the geometry regular, honors, and SPED self-contained teachers will monitor implementation of these strategies.

Target Dates or Schedule

Teachers will meet weekly to discuss data obtained through informal assessments, observations, formal teacher created assessments, and district interim assessment.

Evidence of Completion

Teachers will meet monthly with the math department to report their current data and strategies.

G9. On the 2013 Geometry EOC 25% of students scored at level 3 and 20% scored at Level 4 or 5.

G9.B1 According to the 2013 Geometry EOC students scoring at level 3 had the most difficulty with two-dimensional geometry due to the lack of practice on reasoning and constructing deductive proofs.

G9.B1.S1 Support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.

PD Opportunity 1

Teachers will encourage students to reason using definitions, conjectures, and theorems and to construct deductive proofs starting from the givens, and producing statements that ultimately justify and prove properties of triangles and quadrilaterals.

Facilitator

Instructional Leader

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, student data chats, and site-generated assessments, including interims.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.	$9,399
	Total	$9,399

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	$9,399	$9,399
Total	$9,399	$9,399

Budget Details

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

G1. The results of the Reading FCAT 2.0 indicate that 49% of students scored at a Level 3 or higher.

G1.B1 Performance data for students scoring at level 3 on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to a limited exposure to Tier 2 and Tier 3 vocabulary words necessary to comprehend rigorous texts; and Reporting Category 3, Literary Analysis due to limited exposure to literary elements.

G1.B1.S2 Provide students with strategies to identify clue words that signal comparison-and-contrast relationships to comprehend a variety of texts.

Action Step 1

Students will use appropriate reading strategies to identify clue words that signal comparison-and-contrast relationships between literal and figurative language in order to comprehend how figurative language is used in a variety of texts.

Resource Type

Evidence-Based Program

Resource

Incentives for school-wide vocabulary initiative and peer tutoring/media center materials

Funding Source

EESAC

Amount Needed

$4,726

G1.B2 Performance data for students scoring at level 4 or above on the FCAT 2.0 indicate that the area of deficiency was Reporting Category 1, Vocabulary, due to limited experience with reading and understanding advanced words/phrases; and Reporting Category 3, Literary Analysis, due to limited experience reading a wide variety of rigorous texts with higher-level, problem-and-solution-finding activities.

G1.B2.S1 Provide students advanced vocabulary activities to support their comprehension of rigorous texts.

Action Step 1

Students will use advanced word/phrase relationships and their meanings, including instruction in different levels of content-specific words (shades of meaning).

Resource Type

Evidence-Based Program

Resource

Academic enrichment materials

Funding Source

EESAC

Amount Needed

$4,673