



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Coral Park Senior High

8865 SW 16TH ST

Miami, FL 33165

305-226-6565

<http://cphs.dadeschools.net/>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 B	2010-11 A	2009-10 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Miami Coral Park Senior High

Principal

Alicia Hidalgo

School Advisory Council chair

Maria Handal

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

Name	Title
Alicia Hidalgo	Principal
David Cadaval	Assistant Principal
Isolyn Hillhouse	Assistant Principal
Christina Perez-Bello	Assistant Principal
Yvette Sell	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

EESAC consists of the following members

Principal - 1

Adult School Principal - 1

UTD Steward - 1

Teachers - 5

Alternate Teacher - 1

Parents - 5

Alternate Parent - 1

Students - 3

Alternate Student - 1

Adult Student - 1

Adult School Teacher - 1

Educational Support Employee - 1

Alternate Educational Support Employee - 1

Business Community Members - 5

EESAC

- Position are open to all school stakeholders.
- Membership period will be from August 1st to July 31st of the following year.
- Teachers and staff are elected to a three-year period.
- Parents and students are elected to a one-year period.
- One parent must be the PTSA President and must have a child in the school.
- If PTSA President does not have a child in the school, another member (elected by PTSA) can take his/her place.
- One student representative must be the Student Government President.
- Available positions will be advertised to stakeholders prior to elections.
- Elections will take place in May unless a position is vacated during the school year.
- A vacancy on the committee will be filled by the alternate within the same capacity (teacher for teacher, student for student, etc.). If an alternate is not available, the position will be advertised for elections to take place.

Involvement of the SAC in the development of the SIP

ESSAC is responsible for decisions related to the implementation of the SIP goals. The committee analyses the data collected from the previous and current school year. Goals and strategies are written in accordance to the data by various departments and a rationale for the utilization of said strategies are presented to ESSAC. The committee assists and evaluates the SIP goals and strategies at the beginning of the school year. The ESSAC's budget is reviewed and allocations are made that impact the delivery and instruction of programs at the school site featured to support the SIP goals.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council at Miami Coral Park Senior High School meets on the second Wednesday of every month throughout the school year. ESSAC works collaboratively with the school's leadership team to guide the fulfillment of the goals stated in the (SIP) School Improvement Plan. The person(s) responsible for the fidelity of the implementation and delivery of the instructional strategies, report results to the School Advisory Council. Data is presented in support of the effectiveness of said strategies and the progress made towards each goal is discussed through the analysis of various data reports. Recommendations for continuous improvement are suggested by all stakeholders, and the SIP is modified to reflect the changes that are discussed and made throughout the year.

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

ESSAC will allocate funds for activities that focus on student achievement for the upcoming school year. Student incentive programs for the purposes of improving MCP SH's attendance, honor roll, and graduations rates, and decreasing dropout and suspension rates will be supported via ESSAC funds. Instructional resources for the maintenance and implementation of interventions/strategies as outlined by the SIP will also be considered by ESSAC for purchase.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alicia Hidalgo

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

Bachelors of Science in Sociology
 Masters of Science in Guidance and Counseling
 Certificate in Educational Leadership

Performance Record

South Dade High School
 2013 – School Grade
 Rdg. Proficiency, 36%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest
 25% - 56 points
 Math Imp. of Lowest
 25% - 69 points
 Rdg. AMO – No
 Math AMO– No
 2012 School Grade C
 High Standards Rdg - 36
 High Standards Math - 43
 Lrng Gains-Rdg - 58
 Lrng Gains-Math - 51
 Gains-Rdg-25% - 66
 Gains-Math-25% - 65
 2011 School Grade C
 High Standards Rdg - 36
 High Standards Math - 65
 Lrng Gains-Rdg - 42
 Lrng Gains-Math - 71
 Gains-Rdg-25% - 42
 Gains-Math-25% - 61
 2010 School Grade C
 High Standards Rdg. 35
 High Standards Math 63
 Lrng Gains-Rdg. 44
 Lrng Gains-Math 73
 Gains-Rdg-25% 45
 Gains-Math-25% 64
 2009 School Grade D
 High Standards Rdg. 35
 High Standards Math 70
 Lrng Gains-Rdg. 43
 Lrng Gains-Math 71
 Gains-Rdg-25% 46
 Gains-Math-25% 67

David Cadaval

Asst Principal

Years as Administrator: 11

Years at Current School: 3

Credentials

Bachelors of
Science in
Elementary
Education
Masters of
Science in Urban
Education
Doctorate of
Education in
Educational
Leadership

Performance Record

Miami Coral Park High School
2013 – School Grade
Rdg. Proficiency, 48%
Math Proficiency, 59%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 67 points
Math Imp. of Lowest 25% - 71 points
Rdg. AMO –No
Math AMO–No
2012 School Grade B
High Standards Rdg. 47
High Standards Math 57
Lrng Gains-Rdg. 63
Lrng Gains-Math 65
Gains-Rdg-25% 70
Gains-Math-25% 69
2011 School Grade A
High Standards Rdg. 52
High Standards Math 77
Lrng Gains-Rdg. 60
Lrng Gains-Math 75
Gains-Rdg-25% 61
Gains-Math-25% 64
Homestead Senior High School
2010 School Grade D
High Standards Rdg. 35
High Standards Math 64
Lrng Gains-Rdg. 44
Lrng Gains-Math 69
Gains-Rdg-25% 41
Gains-Math-25% 61
2009 School Grade D
High Standards Rdg. 29
High Standards Math 58
Lrng Gains-Rdg. 40

Lrng Gains-Math 66
Gains-Rdg-25% 45
Gains-Math-25% 64

Yvette Sell

Asst Principal

Years as Administrator: 2

Years at Current School: 10

Credentials

Bachelors of Arts
in Specific
Learning
Disabilities and
Elementary
Education
Masters of
Science in
Educational
Leadership

Performance Record

Miami Coral Park High School
2013 – School Grade
Rdg. Proficiency, 48%
Math Proficiency, 59%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 67 points
Math Imp. of Lowest 25% - 71 points
Rdg. AMO –No
Math AMO–No
2012 School Grade B
High Standards Rdg. 47
High Standards Math 57
Lrng Gains-Rdg. 63
Lrng Gains-Math 65
Gains-Rdg-25% 70
Gains-Math-25% 69
2011 School Grade A
High Standards Rdg. 52
High Standards Math 77
Lrng Gains-Rdg. 60
Lrng Gains-Math 75
Gains-Rdg-25% 61
Gains-Math-25% 64
2010 School Grade D
High Standards Rdg. 47
High Standards Math 79
Lrng Gains-Rdg. 51
Lrng Gains-Math 77
Gains-Rdg-25% 45
Gains-Math-25% 64
2009 School Grade C
High Standards Rdg. 44
High Standards Math 77
Lrng Gains-Rdg. 53
Lrng Gains-Math 75

Gains-Rdg-25% 46
Gains-Math-25% 68

Isolyn Hillhouse

Asst Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

Bachelors of
Arts in
Economics
Masters of
Science in
Educational
Computing and
Technology
Doctorate of
Education in
Organizational
and Instructional
Leadership Bachelors of
Arts in
Economics

Performance Record

Miami Coral Park High School
2013 – School Grade
Rdg. Proficiency, 48%
Math Proficiency, 59%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 67 points
Math Imp. of Lowest 25% - 71 points
Rdg. AMO –No
Math AMO–No
2012 School Grade B
High Standards Rdg. 79
High Standards Math 86
Lrng Gains-Rdg. 63
Lrng Gains-Math 63
Gains-Rdg-25% 70
Gains-Math-25% 60
Lake Stevens Elementary School
2011 School Grade C
High Standards Rdg. 48
High Standards Math 48
Lrng Gains-Rdg. 63
Lrng Gains-Math 76
Gains-Rdg-25% 70
Gains-Math-25% 84
2010 School Grade B
High Standards Rdg. 47
High Standards Math 79
Lrng Gains-Rdg. 51
Lrng Gains-Math 77
Gains-Rdg-25% 45
Gains-Math-25% 64

2009 School Grade B
High Standards Rdg. 50
High Standards Math 60
Lrng Gains-Rdg. 64
Lrng Gains-Math 72
Gains-Rdg-25% 72
Gains-Math-25% 67

Christina Perez-Bellon

Asst Principal

Years as Administrator: 10

Years at Current School: 6

Credentials

Bachelors of
Science in Health
Education
Masters of
Science in
Secondary
Science
Education
Certificate in
Educational
Leadership

Performance Record

Miami Coral Park High School
2013 – School Grade
Rdg. Proficiency, 48%
Math Proficiency, 59%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 67 points
Math Imp. of Lowest 25% - 71 points
Rdg. AMO –No
Math AMO–No
2012 School Grade B
High Standards Rdg. 47
High Standards Math 57
Lrng Gains-Rdg. 63
Lrng Gains-Math 65
Gains-Rdg-25% 70
Gains-Math-25% 69
2011 School Grade A
High Standards Rdg. 52
High Standards Math 77
Lrng Gains-Rdg. 60
Lrng Gains-Math 75
Gains-Rdg-25% 61
Gains-Math-25% 64
2010 School Grade C
High Standards Rdg. 47
High Standards Math 79
Lrng Gains-Rdg. 51
Lrng Gains-Math 77
Gains-Rdg-25% 45
Gains-Math-25% 64
2009 School Grade D
High Standards Rdg. 44
High Standards Math 77
Lrng Gains-Rdg. 53
Lrng Gains-Math 75

Gains-Rdg-25% 46
Gains-Math-25% 68

Classroom Teachers

of classroom teachers

145

receiving effective rating or higher

145, 100%

Highly Qualified Teachers

66%

certified in-field

95, 66%

ESOL endorsed

28, 19%

reading endorsed

14, 10%

with advanced degrees

61, 42%

National Board Certified

15, 10%

first-year teachers

1, 1%

with 1-5 years of experience

8, 6%

with 6-14 years of experience

73, 50%

with 15 or more years of experience

63, 43%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

Partnering of new/early career teachers with expert teachers.

Participation in the Mentoring and Induction for New Teachers (MINT) Program.

Establishment of a new/early career teacher professional learning community for the purposes of providing support and instruction on effective classroom practices.

Professional development sessions led by highly effective teachers.

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

In order to provide new/early career teachers with ongoing support MCPSHS will create a mentoring team. The team will consist of expert teachers who display strong interpersonal skills, enthusiasm for the teaching profession, show a vast knowledge of their content area, know various strategies that engage students and enhance student achievement, and are familiar with the utilization of data to drive instruction.

Members of the mentoring team hold a variety of positions within MCPSHS Leadership Team, and other are NBCT.

Mentors meet with their mentees on a bi-weekly basis to discuss topics specific to their needs, and on a monthly basis as a professional learning community to discuss general about pedagogy.

Mentees are given the opportunity to observe their mentors in a classroom setting. Mentors will also model instructional practices and classroom management techniques

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

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

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

The MTSS Leadership Team uses the Response to Intervention Problem Solving Model throughout Tiers 1, 2, and 3, to monitor academic and behavioral data and to evaluate progress towards previously stated goals found in the SIP. The team will meet at least four times per year at the beginning of each grading period.

The four steps utilized to determine goals, strategies, and responses are as follows:

1. Problem Identification – What is the problem?- Needs Assessment
2. Problem Analysis - Why is the problem occurring? – Data Analysis
3. Intervention Design/Implementation – What are we going to do about it? – Strategies
4. Response to Intervention – Is it working? – Evaluation of school-wide programs.

By following the four -step process detailed above the MTSS/RtI Leadership Team will maintain a problem solving system to bring out the best in our teachers, and our students.

At every MTSS/RtI Leadership Team meeting the agenda's focal point will be the monitoring, progression, and revision of the SIP goals and proposed interventions for individual and student

subgroups. The goals of each team meeting are featured below:

1. Monitor, and analyze academic and behavior data to evaluate progress made. (The collection of data for all levels of intervention is ongoing so that the effectiveness of school programs is evaluated on a consistent basis.)
2. Determine professional development for faculty as indicated by student intervention and achievement needs based on the collected data.
3. Determine students' expected levels of progress towards proficiency by developing and examining clear indicators of student growth to consistently assist in examining the validity and effectiveness of program delivery.
4. Develop systems of communication by updating faculty on procedures and progress.
5. Design, implement, and evaluate both daily instruction and specific interventions. Ensure that students in need of intervention are receiving appropriate supplemental instruction with fidelity.
6. Respond to subgroups and individual students who have not shown a positive response and those who have met proficiency by reevaluating interventions and creating enrichment activities to meet the academic needs of all students.

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

Administration:

Ms. Alicia Hidalgo - Principal

Dr. David Cadaval – Assistant Principal

Dr. Isolyn Hillhouse – Assistant Principal

Ms. Christina Perez-Bellon – Assistant Principal

Ms. Yvette Sell – Assistant Principal

Provide a common vision for the use of data-based decision-making. Schedules and facilitates regular MTSS/Rtl meetings. Ensures adequate professional development to support MTSS/Rtl implementation, and allocates resources to ensure the implementation of interventions and strategies specified in the SIP.

Support Personnel:

John Dinicola - Guidance

Ofelia Perez – School Social Worker

Ana Sosa - Community Liaison Specialist

Communicates with parents regarding school-based MTSS/Rtl plans and activities. Provides quality services and expertise on issues ranging from behavioral management to at risk prevention.

Select Curriculum Team Members:

Ms. Rosalind Gooding – Reading

Mr. Luis Alvarez/Mr. Jai Shamdasani – Mathematics

Ms. Wendy Ferreiro/Ms. Theresa Morrow – Language Arts

Mr. Sergio Cartas – Science

Ms. Jane Motley – Social Studies

Provide information about core instruction, participate in student data collection, deliver of Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Esmerelda Gomis - ESE Program Specialist

Annette Garcia – BMT

Ms. Diana Doria – ESE

Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers via co-teaching.

Curriculum team members will also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The team will pinpoint appropriate, evidence based intervention strategies, assists in the design and implementation of programs, and progress monitor strategies and instruction via data collection and data analysis. Participate in the design and delivery of professional development; and provides support for assessment.

All members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by intervention levels
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

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

Miami Coral Park High School's MTSS/Rtl Leadership Team will meet with the School Advisory Council (SAC), the Curriculum Council, and the Administration to help develop the SIP.

The team will monitor and provide data on academic and behavioral / disciplinary areas that need to be addressed, including, but not limited to: the setting of clear expectations for instruction, the facilitation of the development of a systemic approach to teaching (Higher Order Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) and align processes and procedures for attendance and disciplinary issues.

The MTSS/Rtl team will focus on the utilization of standards to develop the curriculum, and the use of common assessment to determine what students have learned. The MTSS/Rtl team will incorporate the MTSS/Rtl problem solving model to aid students who are not meeting standards after analyzing assessment data. Enrichment activities will be provided to students who are meeting standards. Professional Development activities will be provided to the faculty that aligns with the needs of the students.

The MTSS/Rtl team will maintain communication with the administration, leadership team, curriculum council, and student services to provide updated information on procedures, progress, evaluation of daily instruction and interventions in order to meet the school's goals.

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

Data will be utilized to:

- adjust the delivery of curriculum and instruction to meet students' needs
- adjust the school's progressive discipline plan if necessary.
- allocate school resources to meet SIP goals
- create professional development opportunities to aide teachers in data driven instruction.
- create student growth trajectories in order to identify and develop interventions.

Academic Managed data includes:

Interim Assessments (Baseline, Fall, Winter, and Spring)

Florida Comprehensive Assessment Test (FCAT)

Florida Assessments for Instruction in Reading (FAIR)

End of Course Exams (Algebra, Geometry, and Biology)

AP Exam scores

Industry Certification results.

Behavior Management Data includes:

Students Case Management System

Detention

Indoor and Outdoor Suspensions

Attendance.

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

The team will maintain communication with the administration, leadership team, curriculum council, and student services to provide updated information on procedures, progress, evaluation of daily instruction and interventions in order to meet the school's goals. The staff will be provided with a network of on-

going support to understand the MTSS/Rtl principles and procedures through the MTSS/Rtl Leadership team.

Alignment of policies and procedures will take place between grade level, subject matter, and individual classrooms so that all faculty members are both knowledgeable and feel comfortable with the process of providing meaningful interventions.

Faculty will be provided with Professional Development that will instruct them in accessing data pertaining to their educational goals. Data chats will be led by the administration so that help in analyzing pertinent data is done on an individual basis.

Collaborative planning will be conducted through departments so that teachers may discuss, plan, and evaluate instructional methods that align with core student goals.

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: 30,000

Miami Coral Park Senior High School has a tutoring program that features aide for students in Reading, Algebra, Geometry, and Biology. Teachers refer students for tutoring based on their performance on interim assessments, class average, and previous scores on FCAT or EOC exams. Students can also voluntarily sign-up for tutoring if they want additional support. Notification of tutoring will be given to parents via letters, ConnectEd, and the school's website. Prior to the testing season parents are called and given updates of students' attendance and encourage them to continue tutoring. Tutoring sessions are differentiated based on students' needs so that instruction is focused and time is utilized efficiently.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

The collection of data utilized to determine effectiveness includes the Baseline, Fall, Winter, and Spring Interim Assessments, students' grade average for the class receiving tutoring for, and mini assessments given throughout the tutoring sessions. The data is analyzed by the content area teacher, the tutoring teacher, and the schools' MTSS Team.

Who is responsible for monitoring implementation of this strategy?

MTSS Team and the Administration.

Literacy Leadership Team (LLT)

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

Name	Title
Ms. Hidalgo	Principal
Dr. Cadaval	Assistant Principal
Dr. Hillhouse	Assistant Principal
Ms. Perez-Bellon	Assistant Principal
Ms. Sell	Assistant Principal
Ms. Gooding	Reading Department Chair
Ms. Levy	Fine Arts Department Chair
Mr. Sierra	ESOL Department Chair
Ms. Doria	SPED Department Chair
Mr. Quintana	Gifted Department Chair
Ms. Ferreiro	Language Arts Department Chair
Ms. Morrow	Language Arts Department Chair
Mr. Alvarez	Math Department Chair
Mr. Shandasani	Math Department Chair
Mr. Rodriguez	Foreign Language Department Chair
Mr. Cartas	Science Department Chair
Ms. Motley	Social Studies Department Chair
Mr. Delahoz	Vocational Department Chair
Dinicola	Student Services Department Chair
Manuel Rodriguez	Physical Education Department Chair

How the school-based LLT functions

Team members for the Literacy Leadership Team (LLT) are selected based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. On the most part these individuals are the schools department chairs but another person within each department can serve as a member of the team in lieu of the department chair.

The LLT will meet on a quarterly basis, to review student data to make instructional decisions to affect student progress in reading. The Assistant Principal for Curriculum and the Reading Chair will develop the agenda, with input gathered from all curriculum leaders at the school and after reviewing data. Data on the Reading Baseline, Fall, Winter and Spring Interim Assessments will be desegregated and presented during the meeting with the LLT. Data will be reviewed to classify students who are not meeting/exceeding benchmarks. Based on the data, the team will aid teachers in the development of lesson plans that will incorporate reading strategies across all content areas. Professional development(s) will also be provided by the Reading/Language Arts Department Chairs and the LLT Leadership Team to instruct faculty on the implementation of Reading strategies in their class lessons. The agenda will also include the recommendations of the MTSS, and LLT meetings will address those recommendations in order to provide the necessary support to Tier 2 and Tier 3 students.

Administration:

Act as the instructional leaders for the staff as a whole, and reinforce the idea that all students can learn and improve academically by providing the needed support to the faculty and students body. Provides a common vision for the use of data-based decision-making, ensures implementation of intervention support and documentation, ensures adequate professional development for staff members, and communicates with parents regarding school-based initiatives in Reading.

Reading Department Chair:

Develops, leads, and evaluates school literacy plan and presents items to the school's Curriculum Council. Models strategies that best correlate to specific content areas. Based on data, classifies student needs to identify appropriate evidence-based intervention strategies to improve students' reading skills. Assists in monitoring, collecting and analyzing data. Designs and delivers reading professional development to support teachers' delivery of instruction.

Department Chairs:

Responsible for disseminating information to school faculty about reading initiatives taking place in the school. Provide assistance to teachers who need support when integrating reading strategies into core content areas. Assist in monitoring, collecting and analyzing data.

The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

- To promote Reading across the curriculum in the content area courses, and especially within electives (Including physical education).
 - To develop a vocabulary plan highlighting FCAT words for the use in all subject areas.
 - To improve attendance in after school and Saturday school tutoring in reading.
 - To invite members from the community to read, discuss and analyze literary works to promote the joy of reading.
 - To promote student coordinated book clubs that meet on a monthly basis to analyze literary works.
- The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction will be evident in classroom setting, and will be monitored on an ongoing basis by department chairpersons and school administrators.

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

Teachers across the curriculum contribute to the reading improvement of every student by implementing reading strategies within daily instructional practices to increase student comprehension of content area reading material. All teachers will assess student reading performance data, and will monitor student progress in the area of reading comprehension by tracking student performance on Interim Assessments.

Additionally, the Reading Department Chair will provide instructional support to all teachers in the school by providing professional development and in-class support that will facilitate the use of strategies that promote student reading comprehension in content area disciplines, particularly focusing on literary analysis.

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

Miami Coral Park Senior High School offers elective courses in art, business, technology, and diversified career training. Students have the opportunity to work towards earning Industry Certification in: Photoshop, AutoCAD, Dreamweaver, Mouse, ProStart, and CDA from the Department of Children and Families. In addition, Miami Coral Park Senior High School has a Magnet Engineering Program that works closely with Florida International University to provide students with a rich curriculum through

hands-on activities. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Through the lesson study process, teachers plan and deliver lessons with a cross curricula focus to integrate career related experiences throughout a students' high school tenure.

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

At the beginning of the school year counselors meet with individual students to go over students' academic progress through the analysis of the students' credit profile. Students at each grade level are given their GPA, the list of courses they still need to complete in order to fulfill graduation requirements, and are explained opportunities available to them at Miami Coral Park Senior High School. In the spring of every year, students and parents participate in the course selection process that exposes them to next year's curriculum to inform their course selection. After the course selection process, students meet one-on-one with a counselor to decide what classes will be taken. Parents are encouraged to attend these meetings and final course selection is sent home for parental signature. The school offers students elective courses in art, business, technology, and diversified career education. Many courses focus on job skills and computer skills.

A full-time College Advisor (CAP) will spend time with all students on college planning through career fairs, and grade level meetings. The counselor also provides students with a financial aid workshop and sends monthly electronic scholarship bulletins, which are also available on our school's website. Students are encouraged to seek financial support by applying to a variety of scholarships and grant programs. In the past five years Miami Coral Park Senior High School has gleaned more than \$60,000,000 in scholarships.

Strategies for improving student readiness for the public postsecondary level

An analysis of the High School Feedback Report, indicated that Miami Coral Park Senior High School has a higher rate than both the district and the state in the following pre-graduation indicators: Percent of 2013 graduates who scored at level 3 or higher on the 10th grade FCAT in math and percent of 2013 graduates who took the SAT and CPT. Miami Coral Park Senior High School also had a higher rate than the district in the following pre-graduation indicators: Percent of 2013 graduates who scored at level 3 or better on the 10th grade FCAT in reading and both reading and math, and percent of 2013 graduates with standard high school diploma who took the SAT/ACT/CPT and scored at or above college-level cut scores in Math, Reading, Writing.

The High School Feedback Report also indicted that Miami Coral Park Senior High School had a higher rate than both the district and the state in the following post-graduation indicators: Percent of 2013 graduated enrolled in a Florida public postsecondary institution in Fall 2013, percent of 2013 graduates at a community college and technical education center in Florida in 2013, percent of graduates enrolled in college credit courses in Fall 2013 at a Florida public post-secondary institution earning a GPA above 2.0, percent of graduates enrolled in college credit courses at independent college and universities of Florida earning a GPA above 2.0, percent of graduates who successfully completed Intermediate Algebra (for elective credit only) and entry-level math (for math credit), and percent of graduates who successfully completed the remedial reading or writing courses as well as other college-level English. The following are strategies have proven to be effective for Miami Coral Park's student population, which we will continue to implement, are the following:

- Arranging for all tenth grade students to take the PSAT in October, and provide the opportunity for any ninth and eleventh grade student who might interested in taking the test to do so.
- MCPSHS became an SAT and ACT testing center to give students better access to these exams.
- Students in eleventh and twelfth grade will be provided with SAT preparation for the verbal section of the examination in their language arts classes. Additionally, students are required to take the SAT or ACT in order to participate in activities or in athletics programs.
- Partner our engineering students with local colleges to provide support for students through dual enrollment and summer enrichment programs.

- Students will participate in career planning through the state's Facts.org website and complete the ePEP, portfolio, interest inventory, and monitoring their Bright Futures award eligibility.

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	63%	48%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	53%	57%	Yes	57%
Hispanic	63%	47%	No	66%
White	63%	59%	No	67%
English language learners	43%	21%	No	49%
Students with disabilities	41%	17%	No	47%
Economically disadvantaged	60%	45%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	331	24%	37%
Students scoring at or above Achievement Level 4	315	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	272	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	150	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	151	27%	34%

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.		70%	73%

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	339	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	48%	59%	Yes	54%
American Indian		0%		
Asian		0%		
Black/African American	33%	71%	Yes	40%
Hispanic	48%	59%	Yes	54%
White	58%	48%	No	63%
English language learners	45%	53%	Yes	51%
Students with disabilities	30%	26%	No	37%
Economically disadvantaged	48%	58%	Yes	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	20%
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)		70%	73%
Students in lowest 25% making learning gains (EOC)		71%	74%

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.		59%	63%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	35%	38%
Students scoring at or above Achievement Level 4	95	17%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	25%	28%
Students scoring at or above Achievement Level 4	190	30%	31%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	33%	37%
Students scoring at or above Achievement Level 4	107	16%	18%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		
Participation in STEM-related experiences provided for students	340		

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	206	6%	
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		96%	
Students taking one or more advanced placement exams for STEM-related courses	206	6%	
CTE-STEM program concentrators	253		
Students taking CTE-STEM industry certification exams	334	39%	
Passing rate (%) for students who take CTE-STEM industry certification exams		53%	

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	290	9%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	826	26%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		91%	
Students taking CTE industry certification exams	334	39%	
Passing rate (%) for students who take CTE industry certification exams		83%	
CTE program concentrators	399	35%	
CTE teachers holding appropriate industry certifications	7	78%	

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	374	12%	11%
Students in ninth grade with one or more absences within the first 20 days	227	7%	
Students in ninth grade who fail two or more courses in any subject	106	15%	14%
Students with grade point average less than 2.0	393	14%	13%
Students who fail to progress on-time to tenth grade	6	1%	1%
Students who receive two or more behavior referrals	805	27%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	735	24%	23%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	88	3%	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)	552	79%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	62	53%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	629	77%	79%

Goals Summary

- G1.** The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 48% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of level 3 students' by 18 percentage points to 66%.
- G2.** The number of students passing the PERT will increase by 3 percentage points from 70% to 73%
- G3.** As noted on the 2012-2013 Math Assessment 59% of students scored at or above a Level 3.
- G4.** The number of on-time graduating students passing the PERT for the 2013 school year was 69%
- G5.** The results of the 2012-2013 Algebra 1 EOC Assessment indicates that 35% of students achieved Level 3 proficiency and 17% achieved Level 4 or 5.
- G6.** The results of the 2012-2013 Geometry EOC Assessment indicates that 25% of students achieved Level 3 proficiency and 30% achieved Level 4 or 5
- G7.** On the 2013 FCAT 2.0 writing test 50% of students scored at 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 and above by 5 percentage points.
- G8.** On the 2013 administration of the Biology EOC, 33% of students achieved Middle Third proficiency and 16% students achieved Upper Third proficiency.
- G9.** Increase student participation in STEM related courses, passing advance placement exams, and obtaining industry certification.
- G10.** Increase the number of students passing Industry Certifications, and enrolling in CTE courses.
- G11.** Increase the number of students meeting proficiency on the 2014 US History EOC Test
- G12.** To aide 9th graders in the transition to high school so that they are able to maintain a 2.0 grade point average, attend classes on a regular basis, decrease behaviors that cause disruptions of the learning day, and receive credit for all courses.
- G13.** Increase the number of on-time graduates while decreasing the student drop-out rate..
- G14.** Parental Involvement will increase.

Goals Detail

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 48% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of level 3 students' by 18 percentage points to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Jamestown Reading Navigator, Reading Plus, Teenbiz

Targeted Barriers to Achieving the Goal

- Performance data for students in the English Language Learner (ELL), Black, White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities subgroups indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.
- Performance data for students is scoring at a Level 3 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.
- Performance data for students is scoring at a Level 4 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process because the content focus in student's Language Arts classes is the reading of fictional literary works.
- The 2013 administration of the FCAT Reading Test revealed that students that did not make learning gains showed a deficiencies in the Reporting Category of Reading Application.
- The 2013 administration of the FCAT Reading Test revealed that students in the lowest 25% did not make learning gains because they have a difficult time in the Reporting Category of Reading Application.
- The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students limited knowledge of the English language
- The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students limited vocabulary of the English language.
- The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students limited vocabulary of the English language.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM model on a monthly basis to review data and adjust instruction accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments School site generated assessments District Interim Assessments Summative Assessment: Reading FCAT 2.0

G2. The number of students passing the PERT will increase by 3 percentage points from 70% to 73%

Targets Supported

Resources Available to Support the Goal

- ACT/SAT Waivers Testing site for ACT/SAT

Targeted Barriers to Achieving the Goal

- Students have limited exposure to PERT/ACT/SAT preparation activities due to emphasis of remediation for State Assessments.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Summative Assessments: PERT 2014 ACT 2013-2014 SAT 2013-2014

G3. As noted on the 2012-2013 Math Assessment 59% of students scored at or above a Level 3.

Targets Supported

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

Resources Available to Support the Goal

- Carnegie Learning

Targeted Barriers to Achieving the Goal

- The White and SWD (Students with Disabilities) subgroups did not meet their AMOs on the Math Assessments. 63% of Whites and 37% of SWD students will score 3.0 and above on this years math assessments.
- The results of the 2012-2013 Mathematics EOC assessments indicate that xx% of students in the lowest 25% made learning gains. The current level of performance will increase 3 percentage points from 71% to 74% of students in the lowest 25% making learning gains.
- The results of the 2012-2013 Mathematics EOC assessments indicate that 70% of students made learning gains. The current level of performance will increase 3 percentage points from 70% to 73% of students making learning gains.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Interim Assessments Summative 2014 Algebra and Geometry EOC

G4. The number of on-time graduating students passing the PERT for the 2013 school year was 69%

Targets Supported

Resources Available to Support the Goal

- SAT/ACT - waivers ACT/SAT Testing Centers

Targeted Barriers to Achieving the Goal

- Students have limited exposure to PERT/ACT/SAT preparation activities due to emphasis of remediation for State Assessments.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 PERT 2014 ACT 2014 SAT

G5. The results of the 2012-2013 Algebra 1 EOC Assessment indicates that 35% of students achieved Level 3 proficiency and 17% achieved Level 4 or 5.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Carnegie Learning

Targeted Barriers to Achieving the Goal

- As indicated on the 2013 Algebra 1 EOC Assessment Level 4 and above students displayed deficiency in the Reporting Category of Functions, Linear Equations, and Inequalities.
- As indicated on the 2013 Algebra 1 EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Functions, Linear Equations, and Inequalities.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/Rtl

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2013 Algebra 1 EOC

G6. The results of the 2012-2013 Geometry EOC Assessment indicates that 25% of students achieved Level 3 proficiency and 30% achieved Level 4 or 5

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Carnegie Learning

Targeted Barriers to Achieving the Goal

- As indicated on the 2013 Geometry EOC Assessment Level 4, and above students displayed deficiency in the Reporting Category of Two Dimensional Geometry.
- As indicated on the 2013 Geometry EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Two Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly

Person or Persons Responsible

MTS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessment: 2014 Geometry EOC

G7. On the 2013 FCAT 2.0 writing test 50% of students scored at 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 and above by 5 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Rubric Exemplar Papers

Targeted Barriers to Achieving the Goal

- An area of deficiency on the 2013 FCAT Writing 2.0 was the implementation of support within the essay due to the inability of students to provide detailed evidence, examples, and reasoning to support effective claims.

Plan to Monitor Progress Toward the Goal

Utilize the FCIM model on a monthly basis to review data and adjust instruction accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Essay-Published District Interim Assessments Summative Assessments: FCAT Writing 2.0

G8. On the 2013 administration of the Biology EOC, 33% of students achieved Middle Third proficiency and 16% students achieved Upper Third proficiency.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- GIZMOS

Targeted Barriers to Achieving the Goal

- On the 2013 Biology EOC Students at Level 4 and above displayed a deficiency in the reporting category of Molecular and Cellular Biology. We will increase the number of students meeting proficiency at a Level 4 or higher from 16 to 18 %.
- On the 2013 Biology EOC Students at Level 3 displayed a deficiency in the reporting category of Molecular and Cellular Biology. We will increase the number of students meeting proficiency at a Level 3 from 33 to 39 %.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted T .

Person or Persons Responsible

MTS/Rtl Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2014 Biology EOC

G9. Increase student participation in STEM related courses, passing advance placement exams, and obtaining industry certification.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Partnership with FIU Various Software Carnegie Learning

Targeted Barriers to Achieving the Goal

- Students lack proficiency in reading and STEM teachers may not have access to instructional resources and practices to support literacy standards instruction.
- STEM instruction is not enhanced within CTE instruction.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT 2014 EOC 2014 ICE 2014 AP Exam

G10. Increase the number of students passing Industry Certifications, and enrolling in CTE courses.

Targets Supported

- CTE

Resources Available to Support the Goal

- Partnership with FIU Competitions Various software programs

Targeted Barriers to Achieving the Goal

- Students are not aware of CTE accelerated courses or the extracurricular opportunities they offer therefore enrollment has been limited.
- CTE teachers require further knowledge of industry certification exam (ICE) objectives and instruction in preparing students for industry certification exams (ICE), using data.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Industry Certification Scores AP Test Scores in STEM related courses Number of enrollment of STEM/CTE related courses

G11. Increase the number of students meeting proficiency on the 2014 US History EOC Test**Targets Supported**

- U.S. History EOC

Resources Available to Support the Goal

- Social Studies Curriculum Support Specialists Primary Source Documents

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 US History EOC for students scoring in the upper third was the Reporting Category of Late Nineteenth and Early Twentieth Century.
- The area of deficiency as noted on the 2013 US History EOC for students scoring in the middle thirds was the Reporting Category of Late Nineteenth and Early Twentieth Century.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments 2014 US History EOC

G12. To aide 9th graders in the transition to high school so that they are able to maintain a 2.0 grade point average, attend classes on a regular basis, decrease behaviors that cause disruptions of the learning day, and receive credit for all courses.**Targets Supported**

- EWS
- EWS - High School

Resources Available to Support the Goal

- EESAC PTA Guidance Department

Targeted Barriers to Achieving the Goal

- Their are limited opportunities to provide 9th graders with academic and transitional support throughout the school year. We will maintain or decrease the number of students who fail to progress on-time to 10th grade.
- Parents and students are not aware of the conduct, and attendance policies detailed in the Students Code of Conduct. Decrease the number of students who receive two or more behavior referrals from 27% to 26%.
- Limited opportunities exist to recognize students who have perfect attendance and/or are on the honor roll. Decrease the number of who miss 10 % or more of available Instructional time from 12 to 11%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Quarterly

Target Dates or Schedule:

Leadership Team

Evidence of Completion:

COGNOS Reports Attendance Reports Grade Reports

G13. Increase the number of on-time graduates while decreasing the student drop-out rate..

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- Guidance Department Title 1 BMT Night School Program

Targeted Barriers to Achieving the Goal

- Students drop out due to loss of credit, and low GPA. We will decrease the drop-out rate by one percentage point from 14 to 13 percent; decrease the number of students with a GPA below a 2.0 by one percentage point from 15 to 14 percent;
- Students have difficulty passing the FCAT and meeting ACT/SAT concordance scores in order to satisfy their graduation requirement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/Rti

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Graduation Rate Drop-out Rate

G14. Parental Involvement will increase.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title 1 CLS

Targeted Barriers to Achieving the Goal

- Parents have a difficult time participating in school functions because of their work schedule.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 48% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of level 3 students' by 18 percentage points to 66%.

G1.B1 Performance data for students in the English Language Learner (ELL), Black, White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities subgroups indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.

G1.B1.S1 Determine the validity and reliability of information found in informational text across all content areas.

Action Step 1

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will employ a variety of methods such as those listed below to garner meaning when reading. • reciprocal teaching • opinion proofs • question-and-answer relationships • note-taking skills • summation skills • questioning the author

Person or Persons Responsible

Teachers will provide instruction that helps students build stronger arguments to support their answers while employing a variety of methods to increase students' critical analysis of text.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Student Work School Site Assessments District Interim Assessments
Summative: FCAT 2.0 Reading Test

Facilitator:

Rosalind Gooding - Reading Department Chair

Participants:

Language Arts and Social Studies teachers.

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

Utilize the FCIM model on a monthly basis to review data and adjust instruction accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

School Site Assessment Data District Interim Assessments Data Report

Plan to Monitor Effectiveness of G1.B1.S1

Utilizing the FCIM model, data will be analyzed and instruction will be adjusted accordingly

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments School site generated assessments District Interim Assessments Summative Assessment: Reading FCAT 2.0

G1.B1.S2 Students will be encouraged to attend after school and/or Saturday Success Academy tutoring to further meet their needs.

Action Step 1

Identify students from the subgroup and hold an FCAT Parent Night to address FCAT requirements and schedule students into after school/Saturday Success Academy tutorials.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Parent Night Logs Tutoring Permission forms Tutoring Logs

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

Student attendance of tutoring sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Tutoring Logs

Plan to Monitor Effectiveness of G1.B1.S2

Through the utilization of the FCIM model student data will be analyzed and instruction will be modified to meet students' needs.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quizzes Tests Interim Assessments Summative: Reading FCAT 2.0

G1.B2 Performance data for students is scoring at a Level 3 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.

G1.B2.S1 Students will be exposed to a variety of text (including primary and secondary sources) to evaluate the validity and/or reliability of information and to properly cite to strengthen arguments.

Action Step 1

Analysis of important U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments

Facilitator:

Rosalind Gooding - Reading Department Chair

Participants:

Reading, Language Arts, and Social Studies teachers.

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

Following the FCIM model on a monthly basis, data reports will be reviewed and instruction will be adjusted according to the data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Utilizing the FCIM model on a monthly basis, data that is reviewed will drive instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quizzes Tests Interim Assessments Summative: Reading FCAT 2.0

G1.B3 Performance data for students is scoring at a Level 4 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process because the content focus in student's Language Arts classes is the reading of fictional literary works.

G1.B3.S1 Students will evaluate the argument found in primary source documents to assess whether the reasoning is reliable and valid.

Action Step 1

A variety of primary source and real-world documents will be provided to students across content areas to develop students understanding of complex text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Quizzes, and Tests

Facilitator:

Rosaling Gooding

Participants:

Language Arts, Social Studies, and Elective teachers.

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

Utilizing the FCIM model, data will be analyzed and instruction will be adjusted according to data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quizzes Tests Interim Assessments Summative: Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 The 2013 administration of the FCAT Reading Test revealed that students that did not make learning gains showed a deficiencies in the Reporting Category of Reading Application.

G1.B4.S1 Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will utilize the following methods to gain a greater understating of main idea and details and be able to make inferences. • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.

Action Step 1

Provide students with the opportunity to read a variety of texts in order to analyze a variety of text structures in order to analyze a particular point of view or cultural experience reflected in a work literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work

Facilitator:

Rosalind Gooding

Participants:

Language Arts, Social Studies, and Elective teachers.

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

Analysis of monthly assessment data when utilizing the FCIM model to adjust instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Utilizing the FCIM model on a monthly basis, data that is reviewed will drive instruction.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quizzes Tests Interim Assessments Summative: Reading FCAT 2.0

G1.B5 The 2013 administration of the FCAT Reading Test revealed that students in the lowest 25% did not make learning gains because they have a difficult time in the Reporting Category of Reading Application.

G1.B5.S1 Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will utilize the following methods to gain a greater understating of main idea and details and be able to make inferences. • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.

Action Step 1

Provide students with the opportunity to read a variety of texts in order to analyze a variety of text structures in order to analyze a particular point of view or cultural experience reflected in a work literature.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Work

Facilitator:

Rosalind Gooding

Participants:

Reading, Language Arts, Social Studies.

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

Following the FCIM model on a monthly basis, data reports will be reviewed and instruction will be adjusted according to the data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model on a monthly basis, data reports will be reviewed and instruction will be adjusted according to the data.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Quizzes Tests Interim Assessments Summative: Reading FCAT 2.0

G1.B6 The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students limited knowledge of the English language

G1.B6.S1 Utilization of cooperative learning groups in which students are given a set task to accomplish with clear parameters. Within their group settings students research a specific topic, organize information, and plan a presentation to give orally to the rest of the class.

Action Step 1

Students will practice their linguistic skills of listening and speaking the English language when presenting their area of an assigned project to the class.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments.

Facilitator:

Mr. Sierra - ESOL Department Chair

Participants:

ESOL Department

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

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: CELLA 2014

G1.B7 The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students limited vocabulary of the English language.

G1.B7.S1 Utilize context clues such as definition, synonym, antonym, examples, explanation, experience, and knowledge of Subject to further students' understanding of text.

Action Step 1

Students will search the context of the sentence in which a new word appears for clues that will allow students to build a working definition of the new word.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site based generated assessments

Facilitator:

Mr. Sierra

Participants:

ESOL Department

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

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: CELLA 2014

G1.B8 The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students limited vocabulary of the English language.

G1.B8.S1 Students will utilize the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1

Students will be given a wide scope of writing assignments to complete that include but are not limited to journaling (dialogue, reading response logs, personal), writing prompt response, letter writing, etc.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student writing samples Site generated assessments

Facilitator:

Mr. Sierra - ESOL Department Chair

Participants:

ESOL teachers

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

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Essays Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: CELLA 2014

G2. The number of students passing the PERT will increase by 3 percentage points from 70% to 73%

G2.B1 Students have limited exposure to PERT/ACT/SAT preparation activities due to emphasis of remediation for State Assessments.

G2.B1.S1 Create test prep materials and vocabulary practice to utilize in all Reading and Language Arts classes.

Action Step 1

Students will engage in affix or root word activities to determine the meaning of PERT/ACT/SAT words and phrases as they are used in the text, including figurative and connotative meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

Facilitator:

Rosalind Gooding

Participants:

Reading and Language Arts Department

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

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, monthly assessments data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Summative Assessments: PERT 2014 ACT 2013-2014 SAT 2013-2014

G3. As noted on the 2012-2013 Math Assessment 59% of students scored at or above a Level 3.

G3.B1 The White and SWD (Students with Disabilities) subgroups did not meet their AMOs on the Math Assessments. 63% of Whites and 37% of SWD students will score 3.0 and above on this years math assessments.

G3.B1.S1 Encourage students to attend tutoring to further develop mathematical fluency, content vocabulary, and problem solving proficiency

Action Step 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

Facilitator:

Jai Shamdasani and Luis Alvarez - Math Department Chairs

Participants:

Mathematics Department

Action Step 2

Develop students' ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

Facilitator:

Jai Shamdasani and Luis Alvarez - Math Department Chair

Participants:

Mathematics Department

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments

G3.B2 The results of the 2012-2013 Mathematics EOC assessments indicate that xx% of students in the lowest 25% made learning gains. The current level of performance will increase 3 percentage points from 71% to 74% of students in the lowest 25% making learning gains.

G3.B2.S1 Provide a variety of models of representation and hands-on activities to develop students' understanding of content specific standards.

Action Step 1

Provide students with the opportunity to create models of concepts and to use manipulatives to enhance understanding.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School Site generated assessments

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments:

G3.B3 The results of the 2012-2013 Mathematics EOC assessments indicate that 70% of students made learning gains. The current level of performance will increase 3 percentage points from 70% to 73% of students making learning gains.

G3.B3.S1 Use student data to develop flexible student groups based on student needs in order to provide students with intervention and enrichment activities.

Action Step 1

Conduct data chats and create individual learning goals for students to differentiate instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Data Chat forms School site generated assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments

G4. The number of on-time graduating students passing the PERT for the 2013 school year was 69%

G4.B1 Students have limited exposure to PERT/ACT/SAT preparation activities due to emphasis of remediation for State Assessments.

G4.B1.S1 Create test preparation resources so students are exposed to activities aligned with College Readiness Exams.

Action Step 1

Provide students will bell ringers and activities that are aligned with the PERT, ACT, and SAT.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessment

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Site generated assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quiz Tests Summative: ACT SAT PERT

G5. The results of the 2012-2013 Algebra 1 EOC Assessment indicates that 35% of students achieved Level 3 proficiency and 17% achieved Level 4 or 5.

G5.B1 As indicated on the 2013 Algebra 1 EOC Assessment Level 4 and above students displayed deficiency in the Reporting Category of Functions, Linear Equations, and Inequalities.

G5.B1.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal), including the utilization of technological tools.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2013 Algebra 1 EOC

G5.B2 As indicated on the 2013 Algebra 1 EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Functions, Linear Equations, and Inequalities.

G5.B2.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal), including the utilization of technological tools.

Action Step 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

Facilitator:

Jai Shamdasani and Luis Alvarez - Mathematics Department Chairs

Participants:

Mathematics Department

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2013 Algebra 1 EOC

G6. The results of the 2012-2013 Geometry EOC Assessment indicates that 25% of students achieved Level 3 proficiency and 30% achieved Level 4 or 5

G6.B1 As indicated on the 2013 Geometry EOC Assessment Level 4, and above students displayed deficiency in the Reporting Category of Two Dimensional Geometry.

G6.B1.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving segments, lines, angles, polygons, and circles.

Action Step 1

Provide opportunities for students to Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems, and to Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessment: 2014 Geometry EOC

G6.B2 As indicated on the 2013 Geometry EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Two Dimensional Geometry.

G6.B2.S1 Solve problems by using or deriving formulas for perimeter and area of polygons and determine how changes in dimensions affect the perimeter or area of triangles or quadrilaterals. Solve problems related to circles and identify the center, radius, or graph of a circle given its equation.

Action Step 1

Provide opportunities for students to Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems, and to Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

Facilitator:

Jai Shamdasani and Luis Alvarez - Math Department Chairs

Participants:

Mathematics Department

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessment: 2014 Geometry EOC

G7. On the 2013 FCAT 2.0 writing test 50% of students scored at 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 and above by 5 percentage points.

G7.B1 An area of deficiency on the 2013 FCAT Writing 2.0 was the implementation of support within the essay due to the inability of students to provide detailed evidence, examples, and reasoning to support effective claims.

G7.B1.S1 Introduce precise claims; distinguish the claims from alternate or opposing claims that establishes clear relationships among the claims, counterclaims, and evidence

Action Step 1

Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

School site generated writing activities Writing portfolios

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

Utilize the FCIM model on a monthly basis to review data and adjust instruction accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Final draft essays District Interim Assessment

Plan to Monitor Effectiveness of G7.B1.S1

Utilize the FCIM model on a monthly basis to review data and adjust instruction accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Essay-Published District Interim Assessments Summative Assessments: FCAT Writing 2.0

G7.B1.S2 Pull all bubble students to attend a writing symposium prior to the Writing 2.0. Students will review the writing process through task rotations among three different groups.

Action Step 1

Students will be given the opportunity to focus on the different aspects of effective writing including the writing of powerful introductions, rules of organization, development of details, and active sentence structures.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

February 20, 2014

Evidence of Completion

Student produced work

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

February 20, 2014

Evidence of Completion

Student produced work.

Plan to Monitor Effectiveness of G7.B1.S2

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Administration

Target Dates or Schedule

February 20, 2014

Evidence of Completion

Summative Assessments 2014 US History EOC

G8. On the 2013 administration of the Biology EOC, 33% of students achieved Middle Third proficiency and 16% students achieved Upper Third proficiency.

G8.B1 On the 2013 Biology EOC Students at Level 4 and above displayed a deficiency in the reporting category of Molecular and Cellular Biology. We will increase the number of students meeting proficiency at a Level 4 or higher from 16 to 18 %.

G8.B1.S1 Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

Action Step 1

Students will consistently be able to participate in hands-on activities that will allow them to compare Prokaryotic and Eukaryota cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macro molecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated projects and assessments.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Projects Interim Assessments

Plan to Monitor Effectiveness of G8.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments 2014 Biology EOC

G8.B2 On the 2013 Biology EOC Students at Level 3 displayed a deficiency in the reporting category of Molecular and Cellular Biology. We will increase the number of students meeting proficiency at a Level 3 from 33 to 39 %.

G8.B2.S1 Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

Action Step 1

Students will consistently be able to participate in hands-on activities that will allow them to compare Prototypical and Eukaryota cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macro molecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated projects and assessments.

Facilitator:

Sergio Cartas - Science Department Chair

Participants:

Biology Teachers

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Projects Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments 2014 Biology EOC

G9. Increase student participation in STEM related courses, passing advance placement exams, and obtaining industry certification.

G9.B1 Students lack proficiency in reading and STEM teachers may not have access to instructional resources and practices to support literacy standards instruction.

G9.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems.

Action Step 1

Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans School site generated quizzes and tests

Facilitator:

Rosaling Gooding - Reading Department Chair

Participants:

Teachers who teach STEM related courses.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative: 2014 FCAT 2014 EOC

G9.B2 STEM instruction is not enhanced within CTE instruction.

G9.B2.S1 Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers, for example, Engineering with Physics.

Action Step 1

Integrate STEM related content throughout CTE coursework.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Leadership Team

Evidence of Completion

Lesson Plans Student work School site generated assessments

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments.

Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments. Summative Assessments: 2014 EOC
2014 Industry Certification Exam

G10. Increase the number of students passing Industry Certifications, and enrolling in CTE courses.

G10.B1 Students are not aware of CTE accelerated courses or the extracurricular opportunities they offer therefore enrollment has been limited.

G10.B1.S1 Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment.

Action Step 1

Promote project based learning that is tied to District and State level competitions so that a maximum number of students participate.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Students work Site-based Assessments Projects Competition

Facilitator:

Charlie DelaHoz

Participants:

Teachers who have classes that are STEM or CTE related.

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

Following the FCIM model. monthly assessment data reports will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Project Based Lessons Site generated quizzes and tests

Plan to Monitor Effectiveness of G10.B1.S1

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

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2014 Industry Certification Scores AP Test Scores in STEM related courses Number of enrollment of STEM/CTE related courses

G10.B2 CTE teachers require further knowledge of industry certification exam (ICE) objectives and instruction in preparing students for industry certification exams (ICE), using data.

G10.B2.S1 Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data.

Action Step 1

Provide students with focused lessons based on need indicated on assessment data.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

Facilitator:

Rosalind Gooding and Maria Handal

Participants:

CTE Teachers

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests ICE Pre-Tests Certification Testing Reports

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Quizzes Tests Industry Certification Reports Summative: 2014 Industry Certification Reports.

G11. Increase the number of students meeting proficiency on the 2014 US History EOC Test

G11.B1 The area of deficiency as noted on the 2013 US History EOC for students scoring in the upper third was the Reporting Category of Late Nineteenth and Early Twentieth Century.

G11.B1.S1 Provide students with the opportunity to be exposed to US History EOC style multiple choice questions which include questions on stimuli which include but are not limited to maps, graphs, and political cartoons.

Action Step 1

Students strengthen their understanding of content-specific vocabulary through the utilization of word walls, word maps, reading from a wide variety of texts, and context clues.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated projects and assessments.

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Projects Interim Assessments

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments 2014 US History EOC

G11.B1.S2 A gradual release model has been implemented from the District to the school site.

Action Step 1

District Personnel will provide US History teachers with strategies to directly tie instruction data and the US History EOC.

Person or Persons Responsible

District Personnel

Target Dates or Schedule

On-going

Evidence of Completion

Workshop materials and sign-in sheets

Facilitator:

District Personnel

Participants:

US History Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B2 The area of deficiency as noted on the 2013 US History EOC for students scoring in the middle thirds was the Reporting Category of Late Nineteenth and Early Twentieth Century.

G11.B2.S1 Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

Action Step 1

Students strengthen their understanding of content-specific vocabulary through the utilization of word walls, word maps, reading from a wide variety of texts, and context clues.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

Facilitator:

District Personnel

Participants:

US History Teachers

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments 2014 US History EOC

G11.B2.S2 Schedule students to tutoring to provide them with further opportunity to interpret a variety primary and secondary source documents(stimuli), learn content vocabulary, and taking exams model after the US History EOC.

Action Step 1

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

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Students work Site generated assessments

Plan to Monitor Fidelity of Implementation of G11.B2.S2

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Quizzes Tests Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S2

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes Tests Interim Assessments Summative Assessments: 2014 EOC

G12. To aide 9th graders in the transition to high school so that they are able to maintain a 2.0 grade point average, attend classes on a regular basis, decrease behaviors that cause disruptions of the learning day, and receive credit for all courses.

G12.B1 Their are limited opportunities to provide 9th graders with academic and transitional support throughout the school year. We will maintain or decrease the number of students who fail to progress on-time to 10th grade.

G12.B1.S1 Students will be given the opportunity to track their academic progress through the development of a four year graduation plan.

Action Step 1

Visits will be conducted in all World History classes on a quarterly to review credit histories, and student individualized graduation plan.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Services Referrals Student Services Sign-in logs

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quaterly

Evidence of Completion

Credit History Nine Weeks grades

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quaterly

Evidence of Completion

Student Grades Parent Contact Logs

G12.B2 Parents and students are not aware of the conduct, and attendance policies detailed in the Students Code of Conduct. Decrease the number of students who receive two or more behavior referrals from 27% to 26%.

G12.B2.S1 Parent and students will receive instruction on Miami Coral Parks Senior High School attendance/tardy policy and Miami Dade County public schools conduct requirements.

Action Step 1

Parent and student assemblies will be organized to review proper attendance and conduct behaviors were they will sign a contract that specifies consequences for non-compliance of rules and regulations.

Person or Persons Responsible

Guidance

Target Dates or Schedule

On-going

Evidence of Completion

Contracts

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

COGNOS and Suspension logs will be monitored.

Person or Persons Responsible

Leadership Team Student Services

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension and COGNOS Reports.

Plan to Monitor Effectiveness of G12.B2.S1

COGNOS and Suspension logs will be monitored.

Person or Persons Responsible

Leadership Team Student Services

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension and COGNOS Reports.

G12.B3 Limited opportunities exist to recognize students who have perfect attendance and/or are on the honor roll. Decrease the number of who miss 10 % or more of available Instructional time from 12 to 11%.

G12.B3.S1 Students with perfect attendance and those who are on the honor roll will be rewarded with a variety of incentives that include but are not limited to participation in school functions, awards assemblies, etc. Ninth grade students who have an excessive amount of absences will be placed on an attendance contract. Students will be scheduled to after school tutoring to mitigate the effects of absences on their academics.

Action Step 1

Recognize honor roll and students with perfect attendance through morning announcements, attendance, and honor roll certificates.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Certificates

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Certificates Honor Roll List Perfect Attendance List

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Rate COGNOS reports

G13. Increase the number of on-time graduates while decreasing the student drop-out rate..

G13.B1 Students drop out due to loss of credit, and low GPA. We will decrease the drop-out rate by one percentage point from 14 to 13 percent; decrease the number of students with a GPA below a 2.0 by one percentage point from 15 to 14 percent;

G13.B1.S1 Provide students with information and guidance on alternative programs such as Night School, and Virtual school for credit recovery and to boost GPA.

Action Step 1

Identify students at risk of dropping out and referral them to students services for guidance on graduation requirements, and credit recovery options.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Services referrals Enrollment in Night school and/or Virtual School

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/Rtl Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Services referrals Credit History Reports Virtual School Grade Reports

Plan to Monitor Effectiveness of G13.B1.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Graduation Rate Drop-out Rate

G13.B2 Students have difficulty passing the FCAT and meeting ACT/SAT concordance scores in order to satisfy their graduation requirement.

G13.B2.S1 Provide students the opportunity to participate in remediation programs offered on school site.

Action Step 1

Referral students for tutoring to provide support so they can meet their graduation testing requirement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Tutoring sign-up letter

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

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

MTS/Rtl Team

Target Dates or Schedule

Monthly

Evidence of Completion

Tutoring sign-up letters Tutoring Logs

Plan to Monitor Effectiveness of G13.B2.S1

Following the FCIM model, monthly assessment data will be reviewed and instruction will be adjusted accordingly.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Graduation Rate ACT/SAT scores report 2014 FCAT

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

Miami Coral Park Senior High School provides services to ensure students requiring additional remediation are assisted through after-school programs or Adult Education. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists 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. Another program that is integrated into the school-wide program is Peer Mediation. This is a program that has a peer-to-peer approach to conflict resolution. 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.

Miami Coral Park Senior High receives funds to support the Educational Outreach Program. Services are coordinated with District Drop-out Prevention Program. Incentives are provided to students with perfect attendance and the parent liaison and the school's social worker assist the administration to contact parents' of students who are truant.

Miami Coral Park Senior High uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation.

Services are provided through District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

- Tutorial programs to target students' FCAT weaknesses in Reading, Mathematics, Writing, and Science.
- Parent out-reach activities
- Behavioral/mental counseling services
- Professional development on best practices for ELL and content area teachers
- Coaching and mentoring for ELL and content area teachers

Miami Coral Park Sr. High will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Miami Coral Park Sr. High offers a non-violence anti- drug program to students that incorporates community service and counseling

1) Miami Coral Park Sr. High adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and vending machine snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

High school completion courses are available to all eligible Miami Coral Park Senior High students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

By promoting Career Pathways and Programs of Study students will become academy program completer and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow

students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete two and four year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Parental Involvement:

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Miami Coral Park Senior High 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.

Additionally, parents will also be introduced to the Parent Liaison to further familiarize themselves with the Programs provided through Title I. Increased parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Informal parent surveys will be conducted to determine specific needs of our parents. Once assessed, workshops, Parent Academy Courses, etc., may be scheduled to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report

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 2012-2013 FCAT 2.0 Reading Test indicates that 48% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of level 3 students' by 18 percentage points to 66%.

G1.B1 Performance data for students in the English Language Learner (ELL), Black, White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities subgroups indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.

G1.B1.S1 Determine the validity and reliability of information found in informational text across all content areas.

PD Opportunity 1

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will employ a variety of methods such as those listed below to garner meaning when reading. • reciprocal teaching • opinion proofs • question-and-answer relationships • note-taking skills • summation skills • questioning the author

Facilitator

Rosalind Gooding - Reading Department Chair

Participants

Language Arts and Social Studies teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments: Student Work School Site Assessments District Interim Assessments
Summative: FCAT 2.0 Reading Test

G1.B2 Performance data for students is scoring at a Level 3 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.

G1.B2.S1 Students will be exposed to a variety of text (including primary and secondary sources) to evaluate the validity and/or reliability of information and to properly cite to strengthen arguments.

PD Opportunity 1

Analysis of important U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Facilitator

Rosalind Gooding - Reading Department Chair

Participants

Reading, Language Arts, and Social Studies teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments

G1.B3 Performance data for students is scoring at a Level 4 indicates that students' area of need was Reporting Category 4, Informational Text/Research Process because the content focus in student's Language Arts classes is the reading of fictional literary works.

G1.B3.S1 Students will evaluate the argument found in primary source documents to assess whether the reasoning is reliable and valid.

PD Opportunity 1

A variety of primary source and real-world documents will be provided to students across content areas to develop students understanding of complex text.

Facilitator

Rosalind Gooding

Participants

Language Arts, Social Studies, and Elective teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student work Quizzes, and Tests

G1.B4 The 2013 administration of the FCAT Reading Test revealed that students that did not make learning gains showed a deficiencies in the Reporting Category of Reading Application.

G1.B4.S1 Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will utilize the following methods to gain a greater understating of main idea and details and be able to make inferences. • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.

PD Opportunity 1

Provide students with the opportunity to read a variety of texts in order to analyze a variety of text structures in order to analyze a particular point of view or cultural experience reflected in a work literature.

Facilitator

Rosalind Gooding

Participants

Language Arts, Social Studies, and Elective teachers.

Target Dates or Schedule

On-going

Evidence of Completion

Student Work

G1.B5 The 2013 administration of the FCAT Reading Test revealed that students in the lowest 25% did not make learning gains because they have a difficult time in the Reporting Category of Reading Application.

G1.B5.S1 Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Students will utilize the following methods to gain a greater understating of main idea and details and be able to make inferences. • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts.

PD Opportunity 1

Provide students with the opportunity to read a variety of texts in order to analyze a variety of text structures in order to analyze a particular point of view or cultural experience reflected in a work literature.

Facilitator

Rosalind Gooding

Participants

Reading, Language Arts, Social Studies.

Target Dates or Schedule

On-going

Evidence of Completion

Student Work

G1.B6 The area of deficiency as noted on the 2013 CELLA was the category of Listening and Speaking due to students limited knowledge of the English language

G1.B6.S1 Utilization of cooperative learning groups in which students are given a set task to accomplish with clear parameters. Within their group settings students research a specific topic, organize information, and plan a presentation to give orally to the rest of the class.

PD Opportunity 1

Students will practice their linguistic skills of listening and speaking the English language when presenting their area of an assigned project to the class.

Facilitator

Mr. Sierra - ESOL Department Chair

Participants

ESOL Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments.

G1.B7 The area of deficiency as noted on the 2013 CELLA was the category of Reading due to students limited vocabulary of the English language.

G1.B7.S1 Utilize context clues such as definition, synonym, antonym, examples. explanation experience, and knowledge of Subject to further students' understanding of text.

PD Opportunity 1

Students will search the context of the sentence in which a new word appears for clues that will allow students to build a working definition of the new word.

Facilitator

Mr. Sierra

Participants

ESOL Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site based generated assessments

G1.B8 The area of deficiency as noted on the 2013 CELLA was the category of Writing due to students limited vocabulary of the English language.

G1.B8.S1 Students will utilize the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

PD Opportunity 1

Students will be given a wide scope of writing assignments to complete that include but are not limited to journaling (dialogue, reading response logs, personal), writing prompt response, letter writing, etc.

Facilitator

Mr. Sierra - ESOL Department Chair

Participants

ESOL teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student writing samples Site generated assessments

G2. The number of students passing the PERT will increase by 3 percentage points from 70% to 73%

G2.B1 Students have limited exposure to PERT/ACT/SAT preparation activities due to emphasis of remediation for State Assessments.

G2.B1.S1 Create test prep materials and vocabulary practice to utilize in all Reading and Language Arts classes.

PD Opportunity 1

Students will engage in affix or root word activities to determine the meaning of PERT/ACT/SAT words and phrases as they are used in the text, including figurative and connotative meanings.

Facilitator

Rosalind Gooding

Participants

Reading and Language Arts Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

G3. As noted on the 2012-2013 Math Assessment 59% of students scored at or above a Level 3.

G3.B1 The White and SWD (Students with Disabilities) subgroups did not meet their AMOs on the Math Assessments. 63% of Whites and 37% of SWD students will score 3.0 and above on this years math assessments.

G3.B1.S1 Encourage students to attend tutoring to further develop mathematical fluency, content vocabulary, and problem solving proficiency

PD Opportunity 1

Develop students' ability to make sense of real world application problems involving geometry and measurement by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Facilitator

Jai Shamdasani and Luis Alvarez - Math Department Chairs

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

PD Opportunity 2

Develop students' ability to make sense of real world application problems by using think-a-louds to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge and probing student thinking.

Facilitator

Jai Shamdasani and Luis Alvarez - Math Department Chair

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work Site generated assessments

G5. The results of the 2012-2013 Algebra 1 EOC Assessment indicates that 35% of students achieved Level 3 proficiency and 17% achieved Level 4 or 5.

G5.B2 As indicated on the 2013 Algebra 1 EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Functions, Linear Equations, and Inequalities.

G5.B2.S1 Provide opportunities for students to model real world situations with relations and functions using multiple representations (graphical, tabular, algebraic, and verbal), including the utilization of technological tools.

PD Opportunity 1

Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables.

Facilitator

Jai Shamdasani and Luis Alvarez - Mathematics Department Chairs

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

G6. The results of the 2012-2013 Geometry EOC Assessment indicates that 25% of students achieved Level 3 proficiency and 30% achieved Level 4 or 5

G6.B2 As indicated on the 2013 Geometry EOC Assessment Level 3 students displayed deficiency in the Reporting Category of Two Dimensional Geometry.

G6.B2.S1 Solve problems by using or deriving formulas for perimeter and area of polygons and determine how changes in dimensions affect the perimeter or area of triangles or quadrilaterals. Solve problems related to circles and identify the center, radius, or graph of a circle given its equation.

PD Opportunity 1

Provide opportunities for students to Identify and use the relationship between special pairs of angles formed by parallel lines and transversals to solve mathematical problems, and to Identify, describe, and classify triangles and quadrilaterals and compare special quadrilaterals on the basis of their properties.

Facilitator

Jai Shamdasani and Luis Alvarez - Math Department Chairs

Participants

Mathematics Department

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

G8. On the 2013 administration of the Biology EOC, 33% of students achieved Middle Third proficiency and 16% students achieved Upper Third proficiency.

G8.B2 On the 2013 Biology EOC Students at Level 3 displayed a deficiency in the reporting category of Molecular and Cellular Biology. We will increase the number of students meeting proficiency at a Level 3 from 33 to 39 %.

G8.B2.S1 Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

PD Opportunity 1

Students will consistently be able to participate in hands-on activities that will allow them to compare Prototypical and Eukaryota cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macro molecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Facilitator

Sergio Cartas - Science Department Chair

Participants

Biology Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated projects and assessments.

G9. Increase student participation in STEM related courses, passing advance placement exams, and obtaining industry certification.

G9.B1 Students lack proficiency in reading and STEM teachers may not have access to instructional resources and practices to support literacy standards instruction.

G9.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems.

PD Opportunity 1

Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.

Facilitator

Rosaling Gooding - Reading Department Chair

Participants

Teachers who teach STEM related courses.

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans School site generated quizzes and tests

G10. Increase the number of students passing Industry Certifications, and enrolling in CTE courses.

G10.B1 Students are not aware of CTE accelerated courses or the extracurricular opportunities they offer therefore enrollment has been limited.

G10.B1.S1 Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment.

PD Opportunity 1

Promote project based learning that is tied to District and State level competitions so that a maximum number of students participate.

Facilitator

Charlie DelaHoz

Participants

Teachers who have classes that are STEM or CTE related.

Target Dates or Schedule

On-going

Evidence of Completion

Students work Site-based Assessments Projects Competition

G10.B2 CTE teachers require further knowledge of industry certification exam (ICE) objectives and instruction in preparing students for industry certification exams (ICE), using data.

G10.B2.S1 Train CTE teachers for Implementation of differentiated instruction using ICE practice exam and reading data.

PD Opportunity 1

Provide students with focused lessons based on need indicated on assessment data.

Facilitator

Rosalind Gooding and Maria Handal

Participants

CTE Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

G11. Increase the number of students meeting proficiency on the 2014 US History EOC Test

G11.B1 The area of deficiency as noted on the 2013 US History EOC for students scoring in the upper third was the Reporting Category of Late Nineteenth and Early Twentieth Century.

G11.B1.S2 A gradual release model has been implemented from the District to the school site.

PD Opportunity 1

District Personnel will provide US History teachers with strategies to directly tie instruction data and the US History EOC.

Facilitator

District Personnel

Participants

US History Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Workshop materials and sign-in sheets

G11.B2 The area of deficiency as noted on the 2013 US History EOC for students scoring in the middle thirds was the Reporting Category of Late Nineteenth and Early Twentieth Century.

G11.B2.S1 Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.

PD Opportunity 1

Students strengthen their understanding of content-specific vocabulary through the utilization of word walls, word maps, reading from a wide variety of texts, and context clues.

Facilitator

District Personnel

Participants

US History Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work School site generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G12.	To aide 9th graders in the transition to high school so that they are able to maintain a 2.0 grade point average, attend classes on a regular basis, decrease behaviors that cause disruptions of the learning day, and receive credit for all courses.	\$1,500
G13.	Increase the number of on-time graduates while decreasing the student drop-out rate..	\$25
Total		\$1,525

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program	Total
SBBS	\$25	\$0	\$0	\$25
ESSAC	\$0	\$1,500	\$0	\$1,500
	\$0	\$0	\$0	\$0
Total	\$25	\$1,500	\$0	\$1,525

Budget Details

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

G1. The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 48% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase the number of level 3 students' by 18 percentage points to 66%.

G1.B1 Performance data for students in the English Language Learner (ELL), Black, White, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities subgroups indicates that students' area of need was Reporting Category 4, Informational Text/Research Process.

G1.B1.S2 Students will be encouraged to attend after school and/or Saturday Success Academy tutoring to further meet their needs.

Action Step 1

Identify students from the subgroup and hold an FCAT Parent Night to address FCAT requirements and schedule students into after school/Saturday Success Academy tutorials.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. On the 2013 FCAT 2.0 writing test 50% of students scored at 3.5 or higher. Our goal for the 2013-2014 school year is to increase the number of students scoring a 3.5 and above by 5 percentage points.

G7.B1 An area of deficiency on the 2013 FCAT Writing 2.0 was the implementation of support within the essay due to the inability of students to provide detailed evidence, examples, and reasoning to support effective claims.

G7.B1.S2 Pull all bubble students to attend a writing symposium prior to the Writing 2.0. Students will review the writing process through task rotations among three different groups.

Action Step 1

Students will be given the opportunity to focus on the different aspects of effective writing including the writing of powerful introductions, rules of organization, development of details, and active sentence structures.

Resource Type

Resource

Funding Source

Amount Needed

G12. To aide 9th graders in the transition to high school so that they are able to maintain a 2.0 grade point average, attend classes on a regular basis, decrease behaviors that cause disruptions of the learning day, and receive credit for all courses.

G12.B3 Limited opportunities exist to recognize students who have perfect attendance and/or are on the honor roll. Decrease the number of who miss 10 % or more of available Instructional time from 12 to 11%.

G12.B3.S1 Students with perfect attendance and those who are on the honor roll will be rewarded with a variety of incentives that include but are not limited to participation in school functions, awards assemblies, etc. Ninth grade students who have an excessive amount of absences will be placed on an attendance contract. Students will be scheduled to after school tutoring to mitigate the effects of absences on their academics.

Action Step 1

Recognize honor roll and students with perfect attendance through morning announcements, attendance, and honor roll certificates.

Resource Type

Other

Resource

Incentive items

Funding Source

ESSAC

Amount Needed

\$1,500

G13. Increase the number of on-time graduates while decreasing the student drop-out rate..

G13.B2 Students have difficulty passing the FCAT and meeting ACT/SAT concordance scores in order to satisfy their graduation requirement.

G13.B2.S1 Provide students the opportunity to participate in remediation programs offered on school site.

Action Step 1

Referral students for tutoring to provide support so they can meet their graduation testing requirement.

Resource Type

Personnel

Resource

After school and Saturday Academy tutoring

Funding Source

SBBS

Amount Needed

\$25