



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Hialeah Senior High School

251 E 47TH ST

Hialeah, FL 33013

305-822-1500

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

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## School Demographics

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**School Type**

High School

**Title I**

Yes

**Free and Reduced Lunch Rate**

88%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

98%

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## School Grades History

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**2013-14**

C

**2012-13**

B

**2011-12**

B

**2010-11**

C

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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Hialeah Senior High School

##### Principal

Heriberto Sanchez

##### School Advisory Council chair

Alfredo Granado

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

Name	Title
Heriberto Sanchez	Principal
Aileen Sanchez	Assistant Principal
Alexander Santoyo	Assistant Principal
Roberto Sarmiento	Assistant Principal
Kenneth Williams	Assistant Principal
Lisandra Bereijo	Reading Coach
Jodie Jove	Reading Coach
Richard Bielski	Mathematics Coach
Lourdes Kisich	Science Coach

#### 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

SAC membership includes the following position titles: Principal – 1, Adult/Vocational Principal – 1, Union Steward – 1, Teachers - 5, Alternate Teacher – 1, Adult/Vocational Teacher – 1, Educational Support Employee – 1, Alternate Educational Support – 1, Parents – 5, Alternate Parent – 1, Student – 1, Alternate Student – 1, Adult/Vocational Student – 1, Business/Community Representatives – 4.

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

SAC will be examining all aspects of the school when developing the School Improvement Plan (SIP). It will prioritize the needs of the school and develop strategies for improving those areas, as well as develop a plan for measuring the results of the SIP. It will have the authority, as well as the responsibility, to be able to make recommendations on how the school operates and improves overall student achievement. SAC will also make decisions in the expenditure of its funds to meet its SIP goals.

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

SAC will assist in the preparation of the school's annual budget and in the recruitment and retaining of other SAC members. It will also assist in the development of an incentive plan that will help motivate students to improve academically.

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

EESAC plans to utilize funds to improve academic performance by offering incentives to the lowest 25% group (\$1000), attendance intervention personnel (\$8000), after-school detention program (\$4000), and educational materials (\$1000).

**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:**

**Heriberto Sanchez**

Principal

Years as Administrator: 10

Years at Current School: 0

**Credentials**

Masters in Ed Leadership

2013 – Pending

Rdg. Proficiency, 43%

Math Proficiency, 47%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –58

Math AMO–45

2012 – A

Rdg. Proficiency, 42%

Math Proficiency, 41%

Rdg. Lrg. Gains, 65 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% - 73 points

Math Imp. of Lowest 25% -67 points

Rdg. AMO - 49

Math AMO– 37

2011 – C

Rdg. Proficiency, 33%

Math Proficiency, 64%

Rdg. Lrg. Gains, 45 points

Math Lrg. Gains, 66 points

Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO – 44

Math AMO– 30

2010 –C

Rdg. Proficiency, 33%

Math Proficiency, 69%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 46 points

Math Imp. of Lowest 25% - 67 points

Rdg. AMO – 39

Math AMO– 24

2009 –C

Rdg. Proficiency, 31%

Math Proficiency, 68%

Rdg. Lrg. Gains, 53 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% - 56 points

Math Imp. of Lowest 25% - 70 points

**Performance Record**



**Roberto Sarmiento**

Asst Principal

Years as Administrator: 6

Years at Current School: 6

**Credentials**

BS in Mathematics Education;  
 MS in School Guidance;  
 Certifications:  
 Educational Leadership; Guidance and Counseling;  
 Mathematics

**Performance Record**

2013 – Pending  
 Rdg. Proficiency, 43%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 71 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –58  
 Math AMO–45  
 2012 – B  
 Rdg. Proficiency, 38%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 60 points  
 Rdg. AMO -53  
 Math AMO–38  
 2011 – C  
 Rdg. Proficiency, 37%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –49  
 Math AMO–32  
 2010 –C  
 Rdg. Proficiency, 36%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 47 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 46 points  
 Math Imp. of Lowest 25% - 76 points  
 Rdg. AMO – 44  
 Math AMO– 26  
 2009 –D  
 Rdg. Proficiency, 30%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 45 points  
 Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 48 points  
Math Imp. of Lowest 25% - 65 points

**Kenneth Williams**

Asst Principal

Years as Administrator: 6

Years at Current School: 5

**Credentials**

BA in History Education; MS in Educational Leadership  
 Certifications:  
 Educational Leadership; History

2013 – Pending  
 Rdg. Proficiency, 43%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 71 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –58  
 Math AMO–45

2012 – B  
 Rdg. Proficiency, 38%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 60 points  
 Rdg. AMO -53  
 Math AMO–38

2011 – C  
 Rdg. Proficiency, 37%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –49  
 Math AMO–32

**Performance Record**

2010 –C  
 Rdg. Proficiency, 36%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 47 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 46 points  
 Math Imp. of Lowest 25% - 76 points  
 Rdg. AMO – 44  
 Math AMO– 26

2009 –D  
 Rdg. Proficiency, 30%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 45 points  
 Math Lrg. Gains, 69 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 65 points

**Alexander Santoyo**

Asst Principal

Years as Administrator: 2

Years at Current School: 9

**Credentials**BA in Mathematics Education,  
MS in Educational Leadership

Certifications:

Math, ESOL, Middle Grades Math, Educational Leadership

**Performance Record**

2013 – Pending

Rdg. Proficiency, 43%

Math Proficiency, 47%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –58

Math AMO–45

2012 – B

Rdg. Proficiency, 38%

Math Proficiency, 49%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO -53

Math AMO–38

2011 – C

Rdg. Proficiency, 37%

Math Proficiency, 71%

Rdg. Lrg. Gains, 50 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –49

Math AMO–32

2010 –C

Rdg. Proficiency, 36%

Math Proficiency, 60%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 46 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO – 44

Math AMO– 26

2009 –D

Rdg. Proficiency, 30%

Math Proficiency, 62%

Rdg. Lrg. Gains, 45 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 48 points

Math Imp. of Lowest 25% - 65 points

**Aileen Sanchez**

Asst Principal

Years as Administrator: 3

Years at Current School: 10

**Credentials**

BS in Varying Exceptionalities;

MS in Educational Leadership

Certifications:

Educational Leadership, Reading, English, ESOL, ESE.

**Performance Record**

2013 – Pending

Rdg. Proficiency, 43%

Math Proficiency, 47%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –58

Math AMO–45

2012 – B

Rdg. Proficiency, 38%

Math Proficiency, 49%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO -53

Math AMO–38

2011 – C

Rdg. Proficiency, 37%

Math Proficiency, 71%

Rdg. Lrg. Gains, 50 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –49

Math AMO–32

2010 –C

Rdg. Proficiency, 36%

Math Proficiency, 60%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 46 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO – 44

Math AMO– 26

2009 –D

Rdg. Proficiency, 30%

Math Proficiency, 62%

Rdg. Lrg. Gains, 45 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 48 points

Math Imp. of Lowest 25% - 65 points

## Instructional Coaches

### # of instructional coaches

4

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:

**Jodie Jove**

Full-time / District-based

Years as Coach: 5

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

BS in Elem. Education, MS in Reading

Certifications:

READING, ESOL ENDORSED, ELEMENTARY ED

**Performance Record**

2013 – Pending

Rdg. Proficiency, 43%

Math Proficiency, 47%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% -

71 points

Math Imp. of Lowest 25% -

65 points

Rdg. AMO –58

Math AMO–45

2012 – B

Rdg. Proficiency, 38%

Math Proficiency, 49%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% -

69 points

Math Imp. of Lowest 25% -

60 points

Rdg. AMO -53

Math AMO–38

Palm Springs North Elementary

2011 – A

Rdg. Proficiency, 81%

Math Proficiency, 91%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 63 points

Rdg. Imp. of Lowest 25% -

62 points

Math Imp. of Lowest 25% - 64 points

2010 –A

Rdg. Proficiency, 83%

Math Proficiency, 87%

Rdg. Lrg. Gains, 74 points

Math Lrg. Gains, 54 points

Rdg. Imp. of Lowest 25% - 68 points

Math Imp. of Lowest 25% - 57 points

2009 –A

Rdg. Proficiency, 83%

Math Proficiency, 87%

Rdg. Lrg. Gains, 72 points

Math Lrg. Gains, 63 points

Rdg. Imp. of Lowest 25% - 72 points  
Math Imp. of Lowest 25% - 68 points



**Lisandra Bereijo**

Full-time / District-based

Years as Coach: 5

Years at Current School: 5

**Areas**

Reading/Literacy

**Credentials**

BS in Elem. Education,;  
 MS in Reading,  
 Certifications:  
 ELEM ED,  
 READING

**Performance Record**

2013 – Pending  
 Rdg. Proficiency, 43%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 71 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –58  
 Math AMO–45  
 2012 – B  
 Rdg. Proficiency, 38%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 60 points  
 Rdg. AMO -53  
 Math AMO–38  
 2011 – C  
 Rdg. Proficiency, 37%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –49  
 Math AMO–32  
 2010 –C  
 Rdg. Proficiency, 36%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 47 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 46 points  
 Math Imp. of Lowest 25% - 76 points  
 Rdg. AMO – 44  
 Math AMO– 26  
 2009 –D  
 Rdg. Proficiency, 30%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 45 points  
 Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 48 points  
Math Imp. of Lowest 25% - 65 points

**Lourdes Kisich**

Full-time / District-based

Years as Coach: 6

Years at Current School: 19

**Areas**

Science

**Credentials**

BA in Biology  
 Certifications:  
 BIOLOGY

**Performance Record**

2013 – Pending  
 Rdg. Proficiency, 43%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains, 69 points  
 Math Lrg. Gains, 60 points  
 Rdg. Imp. of Lowest 25% - 71 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –58  
 Math AMO–45

2012 – B  
 Rdg. Proficiency, 38%  
 Math Proficiency, 49%  
 Rdg. Lrg. Gains, 61 points  
 Math Lrg. Gains, 55 points  
 Rdg. Imp. of Lowest 25% - 69 points  
 Math Imp. of Lowest 25% - 60 points  
 Rdg. AMO -53  
 Math AMO–38

2011 – C  
 Rdg. Proficiency, 37%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains, 75 points  
 Rdg. Imp. of Lowest 25% - 52 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –49  
 Math AMO–32

2010 –C  
 Rdg. Proficiency, 36%  
 Math Proficiency, 60%  
 Rdg. Lrg. Gains, 47 points  
 Math Lrg. Gains, 71 points  
 Rdg. Imp. of Lowest 25% - 46 points  
 Math Imp. of Lowest 25% - 76 points  
 Rdg. AMO – 44  
 Math AMO– 26

2009 –D  
 Rdg. Proficiency, 30%  
 Math Proficiency, 62%  
 Rdg. Lrg. Gains, 45 points  
 Math Lrg. Gains, 69 points  
 Rdg. Imp. of Lowest 25% - 48 points  
 Math Imp. of Lowest 25% - 65 points

**Richard Bielski**

Full-time / District-based

Years as Coach: 2

Years at Current School: 23

**Areas**

Mathematics

**Credentials**

BS in Mathematics Education

Certifications:

MATH, Guidance Counseling

**Performance Record**

2013 – Pending

Rdg. Proficiency, 43%

Math Proficiency, 47%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 60 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –58

Math AMO–45

2012 – B

Rdg. Proficiency, 38%

Math Proficiency, 49%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 55 points

Rdg. Imp. of Lowest 25% - 69 points

Math Imp. of Lowest 25% - 60 points

Rdg. AMO -53

Math AMO–38

2011 – C

Rdg. Proficiency, 37%

Math Proficiency, 71%

Rdg. Lrg. Gains, 50 points

Math Lrg. Gains, 75 points

Rdg. Imp. of Lowest 25% - 52 points

Math Imp. of Lowest 25% - 65 points

Rdg. AMO –49

Math AMO–32

2010 –C

Rdg. Proficiency, 36%

Math Proficiency, 60%

Rdg. Lrg. Gains, 47 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 46 points

Math Imp. of Lowest 25% - 76 points

Rdg. AMO – 44

Math AMO– 26

2009 –D

Rdg. Proficiency, 30%

Math Proficiency, 62%

Rdg. Lrg. Gains, 45 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 48 points

Math Imp. of Lowest 25% - 65 points

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

160

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

54%

**# certified in-field**

, 0%

**# ESOL endorsed**

44, 28%

**# reading endorsed**

20, 13%

**# with advanced degrees**

62, 39%

**# National Board Certified**

8, 5%

**# first-year teachers**

2, 1%

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

16, 10%

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

69, 43%

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

73, 46%

**Education Paraprofessionals****# of paraprofessionals**

16

**# Highly Qualified**

16, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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 with local universities' teacher education programs (FIU and Miami Dade College) to provide intern opportunities and recruitment pool at school site, while supporting veteran teachers to become Clinical Education qualified. Principal
- Teacher search committee: three department chairs and one administrator to locate, interview, and hire. - Assistant Principal
- Beginning teacher program: ongoing mentoring by veteran teachers of new and recently hired teachers. Monthly group meetings and individual collaboration to provide information and support. - Assistant Principal
- Ongoing in-house professional development opportunities focusing on best practices for all teachers. Principal

### **Teacher Mentoring Program/Plan**

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

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

The school's mentoring program/plan includes opportunities to help new teachers continue to improve and develop their instructional skills through various activities such as monthly group mentoring sessions, classroom observations, individual mentoring sessions where best practices are modeled, coaching techniques, and pairings of teachers with either experience or related areas of expertise to help establish a relationship that encourages reflection on the practice of teaching.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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**

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

MTSS / Rtl are a general education initiative in which the levels of support or resources are allocated in direct proportion to student needs. MTSS / Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

An ongoing evaluation method will be established for services at each tier in order to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS / Rtl four step problem-solving model will be used to plan, monitor, and

revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS / Rtl process to enhance data collection, data analysis problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

- Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will the student learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - Who will we respond when the students have not learned? (response to intervention problem solving process and monitoring process of interventions)
  - How will we respond when students have learned? (enrichment opportunities)
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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

The leadership team will perform the following roles:

- Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis
- Monitor the fidelity of the delivery of instruction and intervention
- Provide levels of support and interventions to students based on data

### **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 used to guide instructional decisions and system procedures for all students to:

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

Managed data will include:

Academic

- 2013 FCAT 2.0 results in reading, mathematics, science, and writing
- District Baseline data as managed through Edusoft in Reading, Algebra I, Geometry, Biology
- District Writing Pre and Post
- Progress monitoring: District Interim Assessments (Reading, Algebra I, Geometry, Biology), PMRN, FAIR

- Mid-year: District Interim Assessments as managed through Edusoft (Reading, Algebra I, Geometry, Biology), FAIR
- End of Year: FAIR (Reading), CELLA (ESOL), FCAT 2.0
- Student grades
- School site specific assessments

#### Behavior

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

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

District professional development and support will include:

- Training for all administrators in the MTSS / Rtl problem solving, data analysis process
  - Providing support for school staff to understand basic MTSS / Rtl principles and procedures
  - Providing a network of ongoing support for MTSS / Rtl organized through feeder patterns
- The following must be in place to efficiently and effectively implement and support MTSS/Rtl:
- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/Rtl framework with district & school mission statements and organizational improvement efforts.
  - Alignment of policies and procedures across classroom, grade, building, district, and state levels.
  - Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
  - Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
  - Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
  - Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
  - Ongoing data-driven professional development activities that align to core student goals and staff needs.
  - Communicating outcomes with stakeholders and celebrating success frequently.

### **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:** Weekend Program

**Minutes added to school year:** 4,800

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through Saturday School programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

**Strategy Purpose(s)**

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

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

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-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.

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

Leadership Team  
Instructional Coaches

**Strategy:** Before or After School Program**Minutes added to school year:**

Florida National University 21st CCLC Project Success is designed to increase the academic skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. Florida National University strives to provide the educational facilities and resources that support intensive sessions of study in small classes, in order to foster in the student the attainment of a quality university education according to the student's personal goals, and the advancement of modern technology.

**Strategy Purpose(s)**

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

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

The Florida National University 21st CCLC Project Success along with their site coordinators and school leadership team monitors data aimed at increasing civic engagement and community service through the provision of academic and social assistance to at-risk students who attend high-poverty and low-performing schools. The program help students meet state and local student standards in core academic subjects such as reading and math, offer students a broad array of enrichment activities that can complement their regular academic programs, and offers literacy and other educational services to the families of participating children. that allows children to reach their full potential and become full-fledged participatory adults who positively contribute to their communities and to society at large.

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

Leadership Team  
Florida National University

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

<b>Name</b>	<b>Title</b>
Heriberto Sanchez	Principal
Roberto Sarmiento	Assistant Principal
Aileen Sanchez	Assistant Principal
Lisandra Bereijo	Reading Coach
Jodie Jove	Reading Coach
Stuart Carlin	Language Arts-Journalism/Yearbook Teacher
Tina Dibiasi	Reading Teacher
Lourdes Kisich	Science Coach
Richard Bielski	Math Coach

Name	Title
Maite Robles	Language Arts-Department Chair
Jaqueline Ondar	Language Arts-Department Chair
Julia Holden	Physical Education-Department Chair
Hugo Moraga	Writing-Department Chair

### How the school-based LLT functions

The principal sets the tone of the LLT as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. The ultimate goal of the LLT is to understand the literacy challenges of the student population; the reading coaches are crucial in this process. They are responsible for providing professional development at the school level to build capacity and focus on the literacy concerns of the school. Some of the responsibilities of the LLT include modeling lessons and best practices for teachers, assisting teachers with the implementation of the district's and state's program, coaching teachers to effectively use differentiated instruction, analyzing results from the FCAT 2.0, FAIR, and the district's Interim Assessments in order to focus on areas of literacy concerns across the school. The facilitator sets meeting dates and times but the agenda is participant-driven, thereby ensuring that the team addresses current and relevant topics that affect all students and builds a culture of reading throughout the school. The LLT meets at least once a month to discuss the literacy goals of the school, create ways to promote literacy cross curricula, and plan the implementation of effective strategies for ensuring fidelity to the instructional programs.

### Major initiatives of the LLT

Major initiatives of the LLT for the 2013-2014 school year include:

- Literacy Fair
- The return of our School-wide bookmark contest, which was extremely successful during the 2012-2013 school year
- Involving students from the Hialeah High Book Club to participate in LLT events/meetings and offer student insight
- Increasing parental awareness on the importance of literacy in the home
- Organizing one major literacy-centered school event during Literacy Week
- Conducting professional development activities to address school-wide reading concerns and prioritize effective reading instruction and student outcomes
- Lead efforts to infuse literacy initiatives throughout the curriculum

## Every Teacher Contributes to Reading Instruction

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

Teachers at Hialeah High are responsible for incorporating basic reading strategies throughout the curriculum. Research based instructional reading strategies are monitored weekly through administrative classroom walkthroughs. Professional development is provided to assist cross curricular teachers infuse the CRISS strategies with fidelity within their subject areas. Reading coaches also work in collaboration with departments to infuse reading strategies for all subgroups into daily lessons in order to support the integration of reading across the curriculum. The coaching model is utilized to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lessons plans and monitoring teacher and student progress. Teachers are highly encouraged to pursue completion of reading endorsement. Additionally, resource reading materials are purchased by departments throughout all subject areas to increase the rigor of reading instruction. These content related reading materials are utilized by the departments to increase the students' reading comprehension levels and their critical

thinking skills. In order to measure growth, teachers utilize informal assessments regularly to monitor fluency.

## 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**

Hialeah High continues to implement the teaming of academies concept which allows students to see relationships between discreet subjects and their relevance to the real world. The academies require student participants to complete experiential learning components with cooperating community businesses and organizations. The academies offered at Hialeah High include: Transportation, Medicine and Health, Culinary Arts, Small Business and Entrepreneurship, Business and Technology, Education, Communications and Digital Technology, Visual and Performing Arts, Global Studies, Legal and Public Services, Business and Information Technology, and Engineering, Science, and Math.

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

The current model of instruction through our academies is based on a career academy configuration linking content with a career. Coursework selections by students at Hialeah High reflect their major area of interest. As guidance counselors assist students in selecting their courses throughout their high school experience, students are encouraged to utilize online course planners--- ePEP, FACTS.org, and AP Potential--- as planning tools for their academic and career goals.

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

Hialeah High incorporates the use of the Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, and succeeding in post-secondary academic institutions. A ninth-grade orientation course is offered at Hialeah High consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and community awareness, and health and wellness, which support student success. College Access Partnership allows for open dialogue among partners and stakeholders to: leverage and coordinate resources, collect and use data as a means to assess strengths and bridge gaps, and support long-term change and sustainability for college access and success. Partners include: College Summit, ConnectEdu, Educate Tomorrow, ENLACE, FAFSA Completion Project, Gates/National Student Clearinghouse, NFTE, Women of Tomorrow Mentor and Scholarship Program, Post-Secondary Institutions, and others. Hialeah High also offers a College Resource Center coordinated by the school's CAP advisor and a teacher to help students do research in programs, majors careers and colleges. The center also assists students in applying for colleges, universities, financial aid, scholarships, as well as register for the SAT, ACT, college fairs, Clearinghouse and NCAA. After-school assistance is also offered to students three times a week and parents are welcome to attend.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at Hialeah High. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/or school.

The 2011 High School Feedback Report indicates that 48.7% of our 2011 graduates were enrolled at a community college in Florida in the Fall of 2011. Hialeah High has a larger percentage of students attending community colleges in Florida than the District at 41.4% and the State at 33.7%. However, the

percentages of students attending a state university in Florida during the Fall of 2011 were 8.78% showing to be lower than the District's rate at 16.3% and the State's at 18.3%. The school continues to encourage all high performing tenth-grade students (high Grade Point Average, FCAT 2.0 Level 3 and higher in Reading and Mathematics) to register for the Scholastic Aptitude Test (SAT), American College Testing (ACT) and/or College Placement Test (CPT) in order for them to determine how well prepared they are for higher education. All students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. Counselors will review data tracking graduation requirements and Bright Future requirements and direct students accordingly. Partnership collaborations with Miami Dade College (MDC) and Florida International University (FIU) have been planned to increase dual enrollment and offer students the opportunity to take college level courses at the Hialeah High school campus.

The school continues to provide activities with students (several which involve parents) to assist them in their transition from one grade to the next such as freshmen orientation parent night, articulation, grade-level assemblies, and Senior Parent Night. The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	43%	No	58%
American Indian				
Asian				
Black/African American	41%	25%	No	47%
Hispanic	53%	44%	No	58%
White	66%	47%	No	69%
English language learners	28%	15%	No	36%
Students with disabilities	40%	31%	No	46%
Economically disadvantaged	51%	42%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	308	22%	34%
Students scoring at or above Achievement Level 4	262	19%	24%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		29%
Students scoring at or above Level 7	14	48%	49%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	74%

**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)	156	23%	31%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	155	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	138	22%	30%

**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.		67%	70%

**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	445	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		68%

**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	38%	47%	Yes	45%
American Indian				
Asian				
Black/African American	37%	41%	Yes	43%
Hispanic	38%	47%	Yes	45%
White	31%	47%	Yes	38%
English language learners	38%	37%	No	45%
Students with disabilities	43%	31%	No	49%
Economically disadvantaged	39%	47%	Yes	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	47%	49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		27%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		60%	64%
Students in lowest 25% making learning gains (EOC)		65%	69%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		43%	49%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	35%	39%
Students scoring at or above Achievement Level 4	35	6%	8%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	28%	33%
Students scoring at or above Achievement Level 4	84	13%	14%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		39%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		54%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	236	33%	37%
Students scoring at or above Achievement Level 4	57	8%	10%

**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)	14		20
Participation in STEM-related experiences provided for students	276	73%	80%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	153	10%	15%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		90%	95%
Students taking one or more advanced placement exams for STEM-related courses	117	8%	15%
CTE-STEM program concentrators	50		60
Students taking CTE-STEM industry certification exams	68	44%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		92%	97%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1119	75%	78%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	400	27%	30%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	98%
Students taking CTE industry certification exams	575	51%	95%
Passing rate (%) for students who take CTE industry certification exams		87%	90%
CTE program concentrators	577	52%	57%
CTE teachers holding appropriate industry certifications	8	80%	100%

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

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

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

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

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	446	14%	13%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	179	24%	23%
Students with grade point average less than 2.0	410	14%	13%
Students who fail to progress on-time to tenth grade	3	0%	0%
Students who receive two or more behavior referrals	1174	40%	39%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1158	38%	37%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	13	0%	0%
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)	464	72%	74%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	113	61%	63%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	601	69%	71%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.
- G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at a Level 3.5 and above on the FCAT 2.0 Writing 4 percentage points to 66%.
- G3.** Our goal for the 2013-2014 school year is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 3 percentage points to 70%.
- G4.** Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.
- G5.** Our goal for the 2013-2104 school year is to increase student proficiency in the Geometry EOC 3 percentage points to 33% for Level 3 and 1 percentage points to 14% for Levels 4-5.
- G6.** Our goal for the 2013-2104 school year is to increase student proficiency in the Algebra 1 EOC 4 percentage points to 39% for Level 3 and 2 percentage points to 8% for Levels 4-5
- G7.** Our goal for the 2013-2014 is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 6 percentage points to 49%.
- G8.** Our goal for the 2013- 2014 school year is to increase the percentage of students scoring at a Level 3 or above on the Biology I EOC by 4 percentage points to 37% for Level 3 and 2 percentage points to 10% for Level 4.
- G9.** Our goal for the 2013-2014 school year is to increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 5%.
- G10.** Our goal for the 2013-2014 school year is to increase overall proficiency in the US History EOC exam by 5 percentage points.
- G11.** Increase the participation and passing rate of students taking the CTE industry certification exams by 3 percentage points in participation to 78% and 3 percentage points for passing rate to 90%.
- G12.** Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.

- G13.** Our goal for the 2013-2014 school year is to decrease the dropout rate by .5 percentage points and to increase the graduation rate by 2% percentage points.

## Goals Detail

**G1.** Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.

### **Targets Supported**

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

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

- Instructional Coaches Springboard Instructional Programs Technology Programs (Reading Plus, Imagine Learning, Achieve 3000) Interventions (Pull-out, After-school, and Saturday School Programs)

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

- Students in the Hispanic subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 58%, meeting our AMO target. Specifically, students are demonstrating difficulties in Reporting Category 2: Reading Application - determining the author's purpose and point of view and their effects on the text.
- Students in the Black subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 22 percentage points to 47%, meeting our AMO target. Specifically, students are demonstrating difficulties in Reporting Category 1: Vocabulary - multiple meanings and identifying advanced word/phrase relationships and their meanings.
- Students in the White subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 22 percentage points to 69%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application - analyzing a variety of text structures and understanding how text features impact meaning.
- Students in the ELL subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 21 percentage points to 36%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis- analyzing and developing an interpretation of a literary work by describing an author's use of literary elements and explaining different elements of figurative language.
- Students in the SWD subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 15 percentage points to 46%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 1: Vocabulary- identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.
- Students in the ED subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 56%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application- students are having difficulty determining the main idea or essential message in a text.
- Students scoring at a Level 3 on the FCAT 2.0 Reading will increase by 12 percentage points to 34%. Specifically, students are demonstrating difficulties in Reporting Category 4: Informational Text & Research Process -analyzing and evaluating information from text features and organizing and synthesizing the validity and reliability of information contained in multiple sources.
- Students scoring at a Level 4 and 5 on the FCAT 2.0 Reading will increase by 5 percentage points to 24%. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis- analyzing the effectiveness of complex elements of plot such as setting, major events, conflicts, and resolutions.
- The overall number of students achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 72%. Specifically, students are demonstrating difficulties with

Reporting Category 2: Reading Application -recognizing cause and effect relationships in literary texts.

- The number of students identified in the lowest 25% achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 74%. Specifically, students are demonstrating difficulties with Reporting Category 3- Literary Analysis- analyzing and evaluating an author's use of descriptive and figurative language and explaining how they impact meaning in a variety of text.
- Students scoring at or above a Level 7 on the Florida Alternate Assessment will increase by 1 percentage points to 49%. Specifically, students are demonstrating difficulties with literary analysis and identification of non-fiction, fiction, and informational text.
- Students scoring proficient in the area of Listening / Speaking on the CELLA will increase by 8 percentage points to 31%. Specifically, students are demonstrating difficulties modeling proper use of inflection, intonation, expression, and speed.
- Students scoring proficient in the area of Reading on the CELLA will increase by 8 percentage points to 31%. Specifically, students are demonstrating difficulties understanding multiple meaning words and using context clues to determine the meaning of unfamiliar words.
- Students scoring proficient in the area of Writing on the CELLA will increase by 8 percentage points to 30%. Specifically, students are demonstrating difficulties with organization and conventions.

### Plan to Monitor Progress Toward the Goal

Following the FCIM model, maintain and monitor a solid and effective data system to track student progress.

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments  
Summative: 2014 FCAT 2.0 Reading Results

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at a Level 3.5 and above on the FCAT 2.0 Writing 4 percentage points to 66%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Intervention Programs Write Score Writing Boot Camp

#### Targeted Barriers to Achieving the Goal

- Students scoring at a Level 3.5 on the FCAT 2.0 Writing will increase by 4 percentage points to 66%. Specifically, students are demonstrating difficulties elaborating ideas through supporting details and modifying word choice.

### Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous, standards-based, and aligned to the District pacing guides. Administration will attend Instructional Focus Committee (IFC) meetings to provide feedback

#### Person or Persons Responsible

MTSS/RtI Team

#### Target Dates or Schedule:

Data will be analyzed bi-weekly after each mini-benchmark assessment and District Writing Assessments.

#### Evidence of Completion:

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be modified as needed. -Formative Assessments: District Writing Assessments and monthly benchmark mini assessments -Summative Assessments: 2014 FCAT 2.0 Writing

**G3.** Our goal for the 2013-2014 school year is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 3 percentage points to 70%.

#### Targets Supported

#### Resources Available to Support the Goal

- Technology Programs- ACT / SAT Instructional Focus Committee Meetings Monthly Assessments Instructional Coaches

#### Targeted Barriers to Achieving the Goal

- Students lack basic reading comprehension skills to answer questions in the reading section of the PERT and lack the critical thinking skills required to answer the rigorous questions asked in the SAT and ACT.

### Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will conducted walk-throughs and formal observations to ensure fidelity of instructional goals.

#### Person or Persons Responsible

MTSS / RtI Team

#### Target Dates or Schedule:

Data will be analyzed biweekly after each mini benchmark assessment.

#### Evidence of Completion:

Bi-weekly assessment data reports will be reviewed and instruction will be modified as needed. Observational records will be reviewed to monitor effectiveness of implemented strategies. SAT, ACT, PERT Results



**G4.** Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.

#### **Targets Supported**

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

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

- Instructional Coaches Springboard Instructional Programs (Geometry) Technology Programs Interventions (Pull-out, After-school, and Saturday School Programs)

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

- Students in the ELL subgroup in mathematics will increase performance by 8 percentage points to 45%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities and Reporting Category 1: two-dimensional geometry.
- Students in the SWD subgroup in mathematics will increase performance by 18 percentage points to 49%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete multiple-step problem-solving and quadratic functions.
- Students scoring a level 4, 5 or 6 on Florida Alternate Assessment students will increase 2 percentage points to 49%. Specifically, students are experiencing problems with Real and Complex Number Systems.
- The overall number of students achieving Learning Gains in mathematics will increase by 4 percentage points to 64%. Specifically, students are demonstrating difficulties with Reporting Category: Polynomials with problem solving in situations involving numbers sense, arithmetic, and higher order critical thinking.
- The number of students identified in the lowest 25% achieving Learning Gains in mathematics will increase by 4 percentage points to 69%. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities while applying real-world situations with relations and functions using multiple representations.

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

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous, standards-based, and aligned to the District pacing guides. Administration will conducted walk-throughs and formal observations to ensure fidelity of instructional strategies.

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

MTSS / RtI Team

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

Ongoing

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be modified as needed. Observational records will be reviewed to monitor effectiveness of implemented strategies. Formative Assessments: District Interim Assessments, monthly benchmark mini assessments. Summative Assessments: 2014 EOC Assessments

**G5.** Our goal for the 2013-2104 school year is to increase student proficiency in the Geometry EOC 3 percentage points to 33% for Level 3 and 1 percentage points to 14% for Levels 4-5.

#### **Targets Supported**

- Math (High School)
- Geometry EOC

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

- Instructional Coaches Springboard Instructional Programs (Geometry) Technology Programs Interventions (Pull-out, After-school, and Saturday School Programs)

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

- 2013 EOC data shows that most students are deficient in reporting category2: Three-Dimensional Geometry.
- 2013 Geometry EOC data shows that most students are deficient in reporting category 3: Trigonometry and Discrete Mathematics.

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

The MTSS/Rtl Team will monitor school-wide data to ensure that instructional strategies are rigorous, standards-based, and aligned to the District pacing guides. Administration will attend Instructional Focus Committee (IFC) meetings to provide feedback.

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

MTSS / Rtl Team

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

Data will be analyzed biweekly after each mini-benchmark assessment and District Interim Assessments.

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

Following the FCIM model, biweekly assessment data reports will be reviewed and instruction will be modified as needed. -Formative Assessments: District Interim Assessments, monthly benchmark mini assessments Summative Assessments: 2014 Geometry EOC Assessment

**G6.** Our goal for the 2013-2104 school year is to increase student proficiency in the Algebra 1 EOC 4 percentage points to 39% for Level 3 and 2 percentage points to 8% for Levels 4-5

#### **Targets Supported**

- Math (High School)
- Algebra 1 EOC

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

- Instructional Coaches Technology Programs Interventions (Pull-out, After-school, and Saturday School Programs)

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

- Analysis of the 2013 Algebra 1 EOC data shows that most students are deficient in reporting category 2: Polynomials.
- 2013 EOC data shows that most students are deficient in reporting category3: Rationals, Radicals, Quadratics, and Discrete.

### Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous, standards-based, and aligned to the District pacing guides. Administration will attend Instructional Focus Committee (IFC) meetings to provide feedback.

#### Person or Persons Responsible

MTSS / RtI Team

#### Target Dates or Schedule:

Data will be analyzed biweekly after each mini-benchmark assessment and District Interim assessments

#### Evidence of Completion:

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be modified as needed to ascertain that students are making learning gains. - Formative Assessments: District Interim Assessments, monthly benchmark mini assessments. Summative Assessments: 2014 Algebra 1 EOC Assessment

**G7.** Our goal for the 2013-2014 is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 6 percentage points to 49%.

#### Targets Supported

- Math (High School, High School Postsecondary Readiness)

#### Resources Available to Support the Goal

- Technology Programs- ACT / SAT Instructional Focus Committee Meetings Monthly Assessments Instructional Coaches

#### Targeted Barriers to Achieving the Goal

- Students lack basic arithmetic skills to answer questions in the arithmetic section of the PERT and lack the critical thinking skills required to answer the rigorous questions asked in the SAT and ACT.

### Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor school-wide data to ensure that instructional strategies are rigorous and standards-based. Administration will conducted walk-throughs and formal observations to ensure fidelity of instructional goals.

#### Person or Persons Responsible

MTSS / RtI Team

#### Target Dates or Schedule:

Data will be analyzed biweekly after each mini benchmark assessment.

#### Evidence of Completion:

Bi-weekly assessment data reports will be reviewed and instruction will be modified as needed. Observational records will be reviewed to monitor effectiveness of implemented strategies. SAT, ACT, PERT Results

**G8.** Our goal for the 2013- 2014 school year is to increase the percentage of students scoring at a Level 3 or above on the Biology I EOC by 4 percentage points to 37% for Level 3 and 2 percentage points to 10% for Level 4.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Instructional Coaches Technology Programs (Gizmos) Interventions (After-school, and Saturday School Programs) Science Labs

**Targeted Barriers to Achieving the Goal**

- Students scoring at a Level 3 on the Biology EOC will increase by 4 percentage points to 37%. Specifically, students are demonstrating difficulties in the Molecular and Cellular Reporting Category.
- Students scoring at a Level 4 or above on the Biology EOC will increase by 2 percentage points to 10%. Specifically, students are demonstrating difficulties with higher-order thinking skills and questioning techniques.

**Plan to Monitor Progress Toward the Goal**

The MTSS/Rtl Team will maintain and monitor a solid and effective data system to track student progress.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Data will be analyzed bi-weekly after each mini-assessment and District Interim Assessments.

**Evidence of Completion:**

Formative Assessments: District Interim Assessments and monthly mini-assessments  
Summative Assessment: 2014 Biology EOC

**G9.** Our goal for the 2013-2014 school year is to increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 5%.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- Technology Programs

**Targeted Barriers to Achieving the Goal**

- Based on the analysis of school data, the greatest area of deficiency was noted in that teachers are not trained in adding rigorous problem-solving activities to the lessons.
- Based on the analysis of the school data, the greatest area of deficiency was noted in that teaching STEM requires a different knowledge and skill base and that it is difficult for teachers to conduct research and learn more about the STEM areas and program concentrators while teaching in the classroom.

**Plan to Monitor Progress Toward the Goal**

The MTSS/Rtl Team will monitor school wide data to ensure that instructional strategies and curriculum are rigorous and standards-based. Administration will attend Department meetings of STEM related courses to provide feedback.

**Person or Persons Responsible**

MTSS / Rtl Team

**Target Dates or Schedule:**

Data will be analyzed bi-monthly during Department meetings to ensure progress of CTE-STEM concentrators.

**Evidence of Completion:**

Summative: Passing Rate (%) for students who take CTE-STEM industry certification exams.

**G10.** Our goal for the 2013-2014 school year is to increase overall proficiency in the US History EOC exam by 5 percentage points.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- Monthly Assessments Instructional Focus Committee Meetings Professional Development & Modeling

**Targeted Barriers to Achieving the Goal**

- Students scoring in the middle third on the U.S. History EOC are having difficulties interpreting primary and secondary sources of information in Reporting Category- The US & the Defense of the International Peace.
- Students scoring in the upper third on the U.S. History EOC are having difficulties analyzing and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representation in Reporting Category- Global Military, Political, & Economic Challenges.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, maintain and monitor a solid and effective data system to track student progress.

**Person or Persons Responsible**

MTSS / Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 US History EOC Results

**G11.** Increase the participation and passing rate of students taking the CTE industry certification exams by 3 percentage points in participation to 78% and 3 percentage points for passing rate to 90%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Technology Programs

**Targeted Barriers to Achieving the Goal**

- Not all teachers have computers in their classroom and school testing calendar may conflict with the usage of the computer labs for practicing and taking industry certification tests.
- CTE teachers require further knowledge of industry certification exam objectives and testing procedures

## Plan to Monitor Progress Toward the Goal

Progresses will be monitored through completion of ACA tutorials, assignments, and practice tests conducted through CertiPort

### Person or Persons Responsible

CTE teacher

### Target Dates or Schedule:

Ongoing throughout school year

### Evidence of Completion:

Certiport reports

**G12.** Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.

### Targets Supported

- EWS
- EWS - High School

### Resources Available to Support the Goal

- Counselors Community Involvement Specialist Parent Academy Workshop

### Targeted Barriers to Achieving the Goal

- Students in the 9th and 10th grade are exhibiting truant behavior, resulting in loss of instructional time and increase of course failures and low GPA.
- Students decrease in student motivation and parental involvement is a contributing factor to excessive tardiness and absences.
- Large student population in proportion to guidance counselors to meet with student represent an increase in incidents of behavior referrals and behavior referrals that lead to suspension.

## Plan to Monitor Progress Toward the Goal

The MTSS/RtI Team will monitor school wide data to ensure that school wide strategies are implemented.

### Person or Persons Responsible

MTSS/RtI Team

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Truancy Child Study Team and logs and attendance rosters

**G13.** Our goal for the 2013-2014 school year is to decrease the dropout rate by .5 percentage points and to increase the graduation rate by 2% percentage points.

**Targets Supported**

- EWS - Graduation

**Resources Available to Support the Goal**

- Counselors Community Involvement Specialist Parent Academy Workshop

**Targeted Barriers to Achieving the Goal**

- Students are having difficulties passing the FCAT due to language deficiencies and not enough students are enrolling in alternative programs. In addition, excessive absences and tardiness of at-risk and low performing students leads to poor academic performance. Parents are unfamiliar with graduation requirements, scholarships, and other postsecondary options

**Plan to Monitor Progress Toward the Goal**

Following the FCIM model, maintain and monitor a solid and effective data system to track student progress.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

2014 Graduation Rate



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.

**G1.B1** Students in the Hispanic subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 58%, meeting our AMO target. Specifically, students are demonstrating difficulties in Reporting Category 2: Reading Application -determining the author's purpose and point of view and their effects on the text.

**G1.B1.S1** Implement and monitor that instructional routines are in place that set the purpose of instruction and follow the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson.

### Action Step 1

Monitor student progress through monthly benchmark assessments and rubrics. Implement and monitor that instructional routines are in place that set the purpose of instruction and follow the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Benchmark Assessment Results Lesson Plans

#### Facilitator:

Instructional Coaches

#### Participants:

Teachers

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

Conduct professional development on the Gradual Release of Responsibility Model to develop bell-to-bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs  
Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard  
Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRRM for teachers who received coaching cycles.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B2** Students in the Black subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 22 percentage points to 47%, meeting our AMO target. Specifically, students are demonstrating difficulties in Reporting Category 1: Vocabulary - multiple meanings and identifying advanced word/phrase relationships and their meanings.

**G1.B2.S1** Implement and monitor evidence based vocabulary instruction and rigorous writing incorporating learned vocabulary related to the content.

**Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results. Common planning sessions to develop essential questions and lessons incorporation rigorous writing skills and activities.

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard  
Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B3** Students in the White subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 22 percentage points to 69%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application -analyzing a variety of text structures and understanding how text features impact meaning.

**G1.B3.S1** Ensure the explicit modeling and implementation of close reading and text dependent questions to increase understanding through an in-depth analysis of complex text.

### Action Step 1

Monitor student progress through monthly benchmark assessments and rubrics.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Benchmark Assessment Results Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B4** Students in the ELL subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 21 percentage points to 36%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis- analyzing and developing an interpretation of a literary work by describing an author's use of literary elements and explaining different elements of figurative language.

**G1.B4.S1** Increase and monitor activities to promote student accountability talk and active learning strategies through the use of concept maps, illustrations, and diagrams.

**Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics. Incorporation of Higher Order Thinking Strategies in lesson plans that supports critical thinking, problem-solving and student accountable talk.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results Lesson Plans

**Facilitator:**

Instructional Coaches

**Participants:**

Teachers

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle. Monitor the implementation of the incorporation of critical thinking, problem-solving, and student accountable talk strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthroughs, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B5** Students in the SWD subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 15 percentage points to 46%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 1: Vocabulary- identifying and understanding the meaning of conceptually advanced prefixes, suffixes, and root words.

**G1.B5.S1** Utilize and monitor planning protocols to provide time for comprehensive lesson planning that includes: purpose driven standard instruction, daily doable objectives aligned to the standards, higher-order questioning, essential questions, and rigorous assignments aligned to the objective.

### Action Step 1

Monitor student progress through monthly benchmark assessments and rubrics.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Benchmark Assessment Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthroughs, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results



**G1.B6** Students in the ED subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 56%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application- students are having difficulty determining the main idea or essential message in a text.

**G1.B6.S1** Implement bell to bell instruction using the Gradual Release of Responsibility Model with an emphasis on text marking strategies and summarization activities.

### **Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics. Implement bell to bell instruction using the Gradual Release of Responsibility Model with an emphasis on text marking strategies and summarization activities.

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

Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans

#### **Facilitator:**

Instructional Coaches

#### **Participants:**

Teachers

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

Conduct professional development on the Gradual Release of Responsibility Model to develop bell-to-bell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Professional Development Agenda / Roster Walkthrough Documentation Coaching Calendar / Logs  
Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard  
Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRRM for teachers who received coaching cycles.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B7** Students scoring at a Level 3 on the FCAT 2.0 Reading will increase by 12 percentage points to 34%. Specifically, students are demonstrating difficulties in Reporting Category 4: Informational Text & Research Process -analyzing and evaluating information from text features and organizing and synthesizing the validity and reliability of information contained in multiple sources.

**G1.B7.S1** Implement and monitor bell to bell instruction that utilizes higher-order questioning techniques and response techniques to enhance instruction and promote critical, independent and creative thinking.

### Action Step 1

Monitor student progress through monthly benchmark assessments and rubrics. Implement and monitor bell to bell instruction that utilizes higher-order questioning techniques and response techniques to enhance instruction and promote critical, independent and creative thinking.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Benchmark Assessment Results Lesson Plans

### Facilitator:

Literacy Coaches

### Participants:

Reading and Language Arts Teachers

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Ongoing

#### **Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B8** Students scoring at a Level 4 and 5 on the FCAT 2.0 Reading will increase by 5 percentage points to 24%. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis-analyzing the effectiveness of complex elements of plot such as setting, major events, conflicts, and resolutions.

**G1.B8.S1** Provide rigorous instruction with a specific focus on student accountable talk and an exposure to advanced placement strategies to improve student understanding of stylistic elements.

**Action Step 1**

Monitor student progress through monthly benchmark assessments, rubrics, and SpringBoard embedded assessment. Provide rigorous instruction with a specific focus on student accountable talk and an exposure to advanced placement strategies to improve student understanding of stylistic elements.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results Lesson Plans SpringBoard Embedded Assessment Results

**Facilitator:**

Instructional Coaches

**Participants:**

All Teachers

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B9** The overall number of students achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 72%. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application -recognizing cause and effect relationships in literary texts.

**G1.B9.S1** Provide students with opportunities to use text marking strategies and utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for a deeper understanding of content.

### Action Step 1

Monitor student progress through monthly benchmark assessments.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Benchmark Assessment Results Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G1.B9.S1**

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

### **Plan to Monitor Effectiveness of G1.B9.S1**

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

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

Administrative Team

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Reading Results

**G1.B10** The number of students identified in the lowest 25% achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 74%. Specifically, students are demonstrating difficulties with Reporting Category 3- Literary Analysis- analyzing and evaluating an author's use of descriptive and figurative language and explaining how they impact meaning in a variety of text.

**G1.B10.S1** Analyze and monitor data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets, and differentiate instruction to meet the various needs of students.

**Action Step 1**

Monitor student progress through weekly benchmark assessment checks and effectiveness of reading intervention programs.

**Person or Persons Responsible**

Reading Interventionist

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: Weekly Comprehension Checks Interim Assessments Summative: 2014 FCAT 2.0 Reading

**Plan to Monitor Fidelity of Implementation of G1.B10.S1**

Plan, debrief, analyze data, and make any necessary instructional adjustments with reading interventionist.

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Formative: Comprehension Checks Interim Assessments Summative: 2014 FCAT 2.0 Reading Results

## Plan to Monitor Effectiveness of G1.B10.S1

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the reading intervention program.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthroughs, Coaching Logs / Calendars, Interim Assessments, Weekly Comprehension Checks  
Summative: 2014 FCAT 2.0 Reading Results

**G1.B11** Students scoring at or above a Level 7 on the Florida Alternate Assessment will increase by 1 percentage points to 49%. Specifically, students are demonstrating difficulties with literary analysis and identification of non-fiction, fiction, and informational text.

**G1.B11.S1** Provide opportunities for students to use information from the text to answer questions related to explicitly stated main ideas or relevant details, incorporating scaffolding and probing techniques.

### Action Step 1

Monitor student progress through teacher made assessmentst and student work samples.

### Person or Persons Responsible

SPED Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Data Chats (Teacher & Program Specialist/Department Chair) CST Meetings



### **Plan to Monitor Fidelity of Implementation of G1.B11.S1**

Monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for the Florida Alternate Assessment. Instructional adjustments will be made based on individual class and grade level data results.

**Person or Persons Responsible**

Program Specialist & Department Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Teacher made assessments Data Chats Student Work Samples CST Meetings

### **Plan to Monitor Effectiveness of G1.B11.S1**

Monitor student progress and teacher fidelity of implemented strategies through bi-weekly with data debriefing sessions with teachers and Department Chair / Program Specialist responsible for the Florida Alternate Assessment.

**Person or Persons Responsible**

Adminstration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walkthroughs, data chats, student work samples Summative: 2014 Florida Alternate Assesment in Reading Results

**G1.B12** Students scoring proficient in the area of Listening / Speaking on the CELLA will increase by 8 percentage points to 31%. Specifically, students are demonstrating difficulties modeling proper use of inflection, intonation, expression, and speed.

**G1.B12.S1** Allow students opportunities to engage in meaningful conversations and language practice structured around books and subjects that build vocabulary and exposure to different written and spoken styles.

**Action Step 1**

Monitor student progress through observations group interactions and conversations during meaningful language practice opportunities.

**Person or Persons Responsible**

ELL Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

2014 CELLA Listening and Speaking Test

**Plan to Monitor Fidelity of Implementation of G1.B12.S1**

Monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for the CELLA. Instructional adjustments will be made based on individual class and grade level data results.

**Person or Persons Responsible**

ELL Department Chair

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

2014 CELLA Listening and Speaking Test

## Plan to Monitor Effectiveness of G1.B12.S1

Maintain and monitor a solid and effective data system to track student progress and evaluate teacher fidelity of implemented strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

2014 CELLA Listening and Speaking Test

**G1.B13** Students scoring proficient in the area of Reading on the CELLA will increase by 8 percentage points to 31%. Specifically, students are demonstrating difficulties understanding multiple meaning words and using context clues to determine the meaning of unfamiliar words.

**G1.B13.S1** Implement and monitor evidence based vocabulary instruction and rigorous writing incorporating learned vocabulary related to the content.

### Action Step 1

Monitor student progress through monthly benchmark assessments that assess their understanding of the instructed benchmark(s). Teachers will utilize rubrics to determine effectiveness.

### Person or Persons Responsible

ELL Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Monthly Assessments 2014 CELLA Reading Test

### **Plan to Monitor Fidelity of Implementation of G1.B13.S1**

Monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions. Instructional adjustments will be made based on individual class and grade level data results.

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

ELL Department Chair

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

Bi-Weekly

#### **Evidence of Completion**

Monthly Assessment Data Reports 2014 CELLA Reading Test

### **Plan to Monitor Effectiveness of G1.B13.S1**

Maintain and monitor a solid and effective data system to track student progress and ensure that instructional strategies are rigorous, standards-based, and aligned.

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

Administration

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

Ongoing

#### **Evidence of Completion**

2014 CELLA Reading Test Results

**G1.B14** Students scoring proficient in the area of Writing on the CELLA will increase by 8 percentage points to 30%. Specifically, students are demonstrating difficulties with organization and conventions.

**G1.B14.S1** Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements toward mastery of a specific standard.

**Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics.

**Person or Persons Responsible**

ELL Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Benchmark Assessments Student work samples

**Plan to Monitor Fidelity of Implementation of G1.B14.S1**

Monitor student progress and teacher fidelity of implemented strategies through monthly benchmark assessment and data debriefing sessions. Instructional adjustments will be made based on individual class and grade level data results.

**Person or Persons Responsible**

ELL Department Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Monthly Benchmark Assessments Student work samples Lesson Plans Summative: 2014 CELLA Writing Test Results

## Plan to Monitor Effectiveness of G1.B14.S1

Maintain and monitor a solid and effective data system to track student progress and effectiveness of implemented strategies.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

2014 CELLA Writing Test Results

**G2.** Our goal for the 2013-2014 school year is to increase the number of students scoring at a Level 3.5 and above on the FCAT 2.0 Writing 4 percentage points to 66%.

**G2.B1** Students scoring at a Level 3.5 on the FCAT 2.0 Writing will increase by 4 percentage points to 66%. Specifically, students are demonstrating difficulties elaborating ideas through supporting details and modifying word choice.

**G2.B1.S1** Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

### Action Step 1

Monitor student progress through bi-weekly benchmark assessments and rubrics.

### Person or Persons Responsible

Writing Teachers

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Benchmark Assessment Results Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT Writing Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

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

Literacy Coaches

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

Monthly

#### **Evidence of Completion**

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments, & SpringBoard Embedded Assessments Summative: 2014 FCAT 2.0 Writing Results

**G3.** Our goal for the 2013-2014 school year is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 3 percentage points to 70%.

**G3.B1** Students lack basic reading comprehension skills to answer questions in the reading section of the PERT and lack the critical thinking skills required to answer the rigorous questions asked in the SAT and ACT.

**G3.B1.S1** Monitor student progress by offering in-class formative and benchmark assessments to diagnose strengths and weaknesses and improve instruction; and administer practice national, standardized exams to assess student progress using a common objective measure.

### **Action Step 1**

College Readiness teachers will collaborate in Instructional Focus Committee to choose and create materials that will address lack of arithmetic skills and lack of critical thinking skills.

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

11/12th Grade Teachers

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

Bi-Weekly mini-assessments SAT, ACT, PERT results.

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

Instructional Focus Committee leaders and teachers will create mini-assessments to evaluate students' progress and address deficiencies.

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

Instructional Focus Leaders

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

IFC minutes Evidence of data chats in student folders Lesson plans



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

Instructional Focus Leaders and 11/12th grade teachers will keep track of student progress through data chats where they will compare and reflect on their performance on class mini-assessments, the SAT, ACT, and the PERT.

### Person or Persons Responsible

Instructional Focus Leaders

### Target Dates or Schedule

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

### Evidence of Completion

Data analysis of biweekly mini-assessments using Edusoft SAT, ACT, PERT results

**G4.** Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.

**G4.B1** Students in the ELL subgroup in mathematics will increase performance by 8 percentage points to 45%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities and Reporting Category 1: two-dimensional geometry.

**G4.B1.S1** Utilize common planning and / or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

### Action Step 1

Develop effective instructional strategies through common planning and sharing of best practices.

### Person or Persons Responsible

Math Teachers

### Target Dates or Schedule

Analyze data from biweekly mini-assessments to identify lowest performing students and used differentiated instruction to remediate the needs of these students.

### Evidence of Completion

Bi-Weekly mini assessments & Fall / Winter Interim Assessments 2014 EOC Results

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

Instructional Focus Leaders and Department Chair will analyze data from biweekly mini-assessments to identify lowest performing students and used differentiated instruction to remediate the needs of these students and discuss during committee meetings / common planning.

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

Instructional Focus Leader & Department Chair

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

Administrative walk-through Evidence in lesson plans and student folders

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

Instructional Focus Leaders and Department Chair will analyze data from biweekly mini-assessments to identify lowest performing students and used differentiated instruction to remediate the needs of these students and discuss during committee meetings / common planning.

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

Instructional Focus Leaders and Department Chair

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

Biweekly mini-assessments 2014 EOC results

**G4.B2** Students in the SWD subgroup in mathematics will increase performance by 18 percentage points to 49%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete multiple-step problem-solving and quadratic functions.

**G4.B2.S1** Incorporate reading comprehension and writing strategies into mathematical instruction to increase content vocabulary and conceptual understanding.

**Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics. Incorporate reading comprehension and writing strategies into mathematical instruction to increase content vocabulary and conceptual understanding.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results Lesson Plans

**Facilitator:**

Instructional Coaches

**Participants:**

Teachers

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person or Persons Responsible**

Mathematics Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 EOC Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

2014 Mathematics EOC Results

**G4.B2.S2** Implementation of professional developmental activities through the Instructional Focus Committees to discuss data from informal and formal assessments, adjust focus calendars, and share best practices

**Action Step 1**

Monitor student progress through bi-weekly mini assessments that assess their understanding of the instructed benchmark. Teachers will utilize rubrics to determine effectiveness.

**Person or Persons Responsible**

Math Teachers

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Mini Benchmark Assessment Results Lesson Plans

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

Monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions. Instructional adjustments will be made based on individual class and grade level data results.

**Person or Persons Responsible**

Instructional Coach Department Chair

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Thinkgate Reports

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

Maintain and monitor a solid and effective data system to track student progress and ensure that instructional strategies are rigorous, standards based, and aligned

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Mini Benchmark Assessments Lesson Plans Student Work

**G4.B3** Students scoring a level 4, 5 or 6 on Florida Alternate Assessment students will increase 2 percentage points to 49%. Specifically, students are experiencing problems with Real and Complex Number Systems.

**G4.B3.S1** Provide student with opportunities to perform operations and real numbers using multi-step and real-world problems.

### Action Step 1

Monitor student progress through teacher made assessments and student work samples.

### Person or Persons Responsible

SPED Teachers

### Target Dates or Schedule

Bi-Monthly

### Evidence of Completion

Data Chats CST Meeting

### **Plan to Monitor Fidelity of Implementation of G4.B3.S1**

Monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for the Florida Alternate Assessment. Instructional adjustments will be made based on individual class and grade level data results.

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

Program Specialist SPED Department Chair

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

Bi-Monthly

#### **Evidence of Completion**

Teacher made assessments Data Chats Student Work Samples CST Meeting Summative: 2014 Florida Alternate Assessment in Mathematics

### **Plan to Monitor Effectiveness of G4.B3.S1**

Monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for the Florida Alternate Assessment. Instructional adjustments will be made based on individual class and grade level data results.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Monitor progress through teacher made tests, data chats, student work samples, walkthroughs and CST meetings. Summative: Results from the 2014 Florida Alternate Assessment in Mathematics

**G4.B4** The overall number of students achieving Learning Gains in mathematics will increase by 4 percentage points to 64%. Specifically, students are demonstrating difficulties with Reporting Category: Polynomials with problem solving in situations involving numbers sense, arithmetic, and higher order critical thinking.

**G4.B4.S1** Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction.

### **Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction.

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

Teacher

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results, Lesson Plans

#### **Facilitator:**

Instructional Coaches

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B4.S1**

Conduct professional development on the Gradual Release of Responsibility Model to develop bell-tobell instructional routines and follow the GRRM model. Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

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

Mathematics Coach

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

Monthly

#### **Evidence of Completion**

Professional Development Agenda / Roster, Walkthrough Documentation, Coaching Calendar / Logs  
Formative: District Interim Assessments, Monthly Benchmark Assessment Summative: 2014  
Mathematics EOC Results

## Plan to Monitor Effectiveness of G4.B4.S1

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRRM for teachers who received coaching cycles.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 Mathematics EOC Results

**G4.B5** The number of students identified in the lowest 25% achieving Learning Gains in mathematics will increase by 4 percentage points to 69%. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities while applying real-world situations with relations and functions using multiple representations.

**G4.B5.S1** Use data to set goals, provide intervention, and differentiated instruction.

### Action Step 1

Monitor student progress through weekly benchmark assessment checks and effectiveness of mathematics intervention programs.

### Person or Persons Responsible

Mathematics Interventionist

### Target Dates or Schedule

Weekly

### Evidence of Completion

Formative: Weekly Comprehension Checks Interim Assessments Summative: 2014 Mathematics EOC Results



### **Plan to Monitor Fidelity of Implementation of G4.B5.S1**

Plan, debrief, analyze data, and make any necessary instructional adjustments with mathematics interventionist.

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

Mathematics Coach

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

Weekly

#### **Evidence of Completion**

Formative: Comprehension Checks Interim Assessments Summative: 2014 Mathematics EOC Results

### **Plan to Monitor Effectiveness of G4.B5.S1**

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the reading intervention program.

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

Administration

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

Ongoing

#### **Evidence of Completion**

Formative: Walkthroughs, Coaching Logs / Calendars, Interim Assessments, Weekly Comprehension Checks Summative: 2014 Mathematics EOC Test Results

**G5.** Our goal for the 2013-2104 school year is to increase student proficiency in the Geometry EOC 3 percentage points to 33% for Level 3 and 1 percentage points to 14% for Levels 4-5.

**G5.B1** 2013 EOC data shows that most students are deficient in reporting category2: Three-Dimensional Geometry.

**G5.B1.S1** Incorporate a variety of higher order thinking strategies that support critical thinking, problem-solving, and student accountable talk.

### **Action Step 1**

Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving solids and justifying and applying formulas to determine surface area, lateral area, and volume of solids. Teachers set up cooperative learning groups using data analysis of interim assessments in order to target individual deficiencies.

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

Geometry Teachers

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

Following instructional focus calendars, students will be assessed through monthly mini-benchmark assessments. Additionally, students will be assessed three times a year through the District Interim Assessments.

#### **Evidence of Completion**

Teachers will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the Instructional Coaches on a bi-weekly basis to review data and make necessary instructional modifications.

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

Instructional Focus Leaders will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

#### Person or Persons Responsible

Instructional Focus Leaders

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Monthly assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. Formative Assessments: District Interim Assessments, monthly benchmark mini assessments Summative Assessments: 2014 Geometry EOC Assessment

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

Instructional Focus Leaders will analyze data from biweekly mini-assessments to identify former level 3 students who are falling behind in order to use differentiated instruction to remediate the needs of these students. Additionally, analyze the data to identify high achievers and provide enrichment activities

#### Person or Persons Responsible

Instructional Focus Leader

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Conduct departmental mini-assessments every two weeks, analyze results in instructional focus 2014 Geometry EOC Assessment results

**G5.B2** 2013 Geometry EOC data shows that most students are deficient in reporting category 3: Trigonometry and Discrete Mathematics.

**G5.B2.S1** Solve problems using the trigonometric ratios sine, cosine, and tangent to determine the lengths and angle measures

### **Action Step 1**

Geometry teachers will collaborate through their participation in the instructional focus committee to create bell ringers, model lessons, and assessments for each of the benchmarks included in this reporting category. The teachers will reflect on success of the materials and make necessary adjustments.

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

Geometry Teachers

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

Bi-Weekly

#### **Evidence of Completion**

Formative: Walkthroughs, Interim Assessment & Mini Assessment Data Summative: Geometry EOC Results

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

Instructional Focus Leaders will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

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

Instructional Coaches

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

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### **Evidence of Completion**

Monthly assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. Formative Assessments: District Interim Assessments, monthly benchmark mini assessments Summative Assessments: 2014 Geometry EOC Assessment

## Plan to Monitor Effectiveness of G5.B2.S1

Instructional Focus Leaders will analyze data from biweekly mini-assessments to identify former level 3 students who are falling behind in order to use differentiated instruction to remediate the needs of these students. Additionally, analyze the data to identify high achievers and provide enrichment activities

### Person or Persons Responsible

Instructional Coaches

### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practice.

### Evidence of Completion

Conduct departmental mini-assessments every two weeks, analyze results in instructional focus 2014 Geometry EOC Assessment results

**G6.** Our goal for the 2013-2104 school year is to increase student proficiency in the Algebra 1 EOC 4 percentage points to 39% for Level 3 and 2 percentage points to 8% for Levels 4-5

**G6.B1** Analysis of the 2013 Algebra 1 EOC data shows that most students are deficient in reporting category 2: Polynomials.

**G6.B1.S1** Provide opportunities for students to practice content so they will be able to: apply the laws of exponents to simplify monomial expressions with integral exponents, simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts, completely factor polynomials, divide polynomials by monomials.

### Action Step 1

Teachers will use Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials and provide opportunities where students model real life situations with polynomials using multiple representations (graphical, numerical, algebraic, and verbal.)

### Person or Persons Responsible

Algebra I Teachers

### Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly mini-benchmark assessments. Additionally, students will be assessed three times a year through the District Interim Assessments.

### Evidence of Completion

Teachers will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the Instructional Coaches on a bi-weekly basis to review data and make necessary instructional modifications.

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

Instructional Focus Leader and Algebra 1 teachers will collaborate through their participation in the instructional focus committee to create bell ringers, model lessons, and assessments for each of the benchmarks included in the polynomial reporting category. The teachers will reflect on the success of the materials they created and they will make adjustments as necessary.

#### Person or Persons Responsible

Instructional Focus Leader

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Monthly assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. -Formative Assessments: District Interim Assessments, monthly benchmark mini assessments Summative Assessments: 2014 EOC Assessment

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

Instructional Focus Leaders will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

#### Person or Persons Responsible

Instructional Focus Leaders

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Conduct departmental mini-assessments every two weeks, analyze results in instructional focus 2014 EOC results

**G6.B2** 2013 EOC data shows that most students are deficient in reporting category3: Rationals, Radicals, Quadratics, and Discrete.

**G6.B2.S1** Incorporate a variety of higher order thinking strategies that support critical thinking, problem-solving, and student accountable talk.

**Action Step 1**

Incorporate a variety of higher order thinking strategies that support critical thinking, problem-solving, and student accountable talk.

**Person or Persons Responsible**

Algebra 1 Teachers

**Target Dates or Schedule**

Following instructional focus calendars, students will be assessed through monthly mini-benchmark assessments. Additionally, students will be assessed three times a year through the District Interim Assessment.

**Evidence of Completion**

Teachers will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the Instructional Coaches on a bi-weekly basis to review data and make necessary instructional modifications.

**Facilitator:**

Instructional coaches

**Participants:**

Teachers

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

Instructional Focus Leader will utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices. Student progress will be monitored and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels.

#### Person or Persons Responsible

Instructional Focus Leader

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, Instructional Focus Leaders will serve as facilitators as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Monthly assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. Formative Assessments: District Interim Assessments, monthly benchmark mini assessments Summative Assessments: 2014 Algebra 1 EOC

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

Instructional Focus Leaders will monitor student progress and use data to set goals, provide interventions and enrichment, and differentiate instruction.

#### Person or Persons Responsible

Instructional Focus Leaders

#### Target Dates or Schedule

Bi-Weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation and effectiveness.

#### Evidence of Completion

Conduct departmental mini-assessments every two weeks, analyze results during instructional focus meetings



**G7.** Our goal for the 2013-2014 is to increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (PERT) or any college placement test by 6 percentage points to 49%.

**G7.B1** Students lack basic arithmetic skills to answer questions in the arithmetic section of the PERT and lack the critical thinking skills required to answer the rigorous questions asked in the SAT and ACT.

**G7.B1.S1** Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving number sense, arithmetic, and higher order critical thinking

### **Action Step 1**

College Readiness teachers will collaborate in Instructional Focus Committee to choose and create materials that will address lack of arithmetic skills and lack of critical thinking skills.

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

11/12th Grade Teachers

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

Biweekly mini-assessments SAT, ACT, PERT results

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

Instructional Focus Committee leaders and teachers will create mini-assessments to evaluate students' progress and address deficiencies.

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

Instructional Focus Leaders

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

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

IFC minutes Evidence of data chats in student folders Lesson plans

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

Instructional Focus Leaders and 11/12th grade teachers will keep track of student progress through data chats where they will compare and reflect on their performance on class mini-assessments, the SAT, ACT, and the PERT.

### Person or Persons Responsible

Instructional Focus Leaders

### Target Dates or Schedule

Bi-Weekly Department & Instructional Focus meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

### Evidence of Completion

Data analysis of biweekly mini-assessments using Edusoft SAT, ACT, PERT results

**G8.** Our goal for the 2013- 2014 school year is to increase the percentage of students scoring at a Level 3 or above on the Biology I EOC by 4 percentage points to 37% for Level 3 and 2 percentage points to 10% for Level 4.

**G8.B1** Students scoring at a Level 3 on the Biology EOC will increase by 4 percentage points to 37%. Specifically, students are demonstrating difficulties in the Molecular and Cellular Reporting Category.

**G8.B1.S1** Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction with an emphasis on inquiry-based, hands-on laboratory activities.

### Action Step 1

Biology teachers will monitor student progress through monthly mini-assessments that assess their understanding of the instructed standards.

### Person or Persons Responsible

Biology Teachers

### Target Dates or Schedule

Following instructional focus calendars, students will be assessed through monthly mini-assessments. Additionally, students will be assessed three times a year through the District Interim Assessments.

### Evidence of Completion

Teachers will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the Instructional Coaches on a bi-weekly basis to review data and make necessary instructional modifications.

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

The Instructional Focus Leader will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions. Instructional adjustments will be made based on individual class and grade-level data results.

#### Person or Persons Responsible

Instructional Focus Leader

#### Target Dates or Schedule

Bi-weekly Instructional Focus Committee (IFC) meetings will take place to monitor strategy implementation. Through weekly common planning, the Instructional Focus Leader will serve as the facilitator as teachers discuss best practices related to the instructional strategy.

#### Evidence of Completion

Monthly mini-assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. Meeting focus and teacher participation will be monitored via agendas and attendance rosters. -Formative Assessments: District Interim Assessments, monthly mini-assessments, and inquiry-based laboratory logs -Summative Assessment: 2014 Biology EOC

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

The Instructional Coach will monitor student data through the Edusoft system. The coach will address the needs of the teachers and assist them with increasing rigor, planning, instructional delivery, and strategy implementation.

#### Person or Persons Responsible

Instructional Coach

#### Target Dates or Schedule

Monitoring will occur after each mini-assessment and District Interim Assessment.

#### Evidence of Completion

The Instructional Coach will monitor the implementation of identified strategies. Monthly assessment data reports will be reviewed during IFC meetings and instruction will be modified as needed. - Formative Assessments: District Interim Assessments and monthly mini-assessments -Summative Assessment: 2014 Biology EOC

**G8.B2** Students scoring at a Level 4 or above on the Biology EOC will increase by 2 percentage points to 10%. Specifically, students are demonstrating difficulties with higher-order thinking skills and questioning techniques.

**G8.B2.S1** Implement enrichment science programs such as after school tutorials and Edgenuity to support biology students who have not been double dosed.

**Action Step 1**

Monitor student progress through monthly benchmark assessments.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Benchmark Assessment Results, Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person or Persons Responsible**

Science Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 Biology EOC Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 Biology Results

**G9.** Our goal for the 2013-2014 school year is to increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 5%.

**G9.B1** Based on the analysis of school data, the greatest area of deficiency was noted in that teachers are not trained in adding rigorous problem-solving activities to the lessons.

**G9.B1.S1** Provide opportunities for ongoing project based activities where teachers can align curriculum to appropriate CTSO, and/or other competitions, such as: Miami-Dade County Fair, NFTE, Fairchild Challenge or other district approved competition curriculum

### Action Step 1

Student progress will be assessed by monitoring of the implementation of the guidelines and timeline for the teacher training and the progress of the STEM student competition projects.

### Person or Persons Responsible

Vocational/STEM Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Completed logs of projects submitted to district approved competitions. Class curriculum and/or lesson plans

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

Department Heads will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

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

Department Heads

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

Review of assessment data reports bi-monthly during Department meetings to ensure progress.

#### **Evidence of Completion**

Department Head will monitor the implementation of the identified strategies through data chats and department meetings. Teachers will meet with the Department Chair on a monthly basis to review data and make necessary instructional modifications.

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

The Department Chair will monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for STEM related courses. Instructional adjustments will be made based on individual class and grade level data results.

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

Department Chair

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

Bi-monthly Department meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

#### **Evidence of Completion**

Monitor progress through teacher made tests, data chats, student work samples, and department meetings. Summative: Results from industry certification exams & STEM related courses.

**G9.B2** Based on the analysis of the school data, the greatest area of deficiency was noted in that teaching STEM requires a different knowledge and skill base and that it is difficult for teachers to conduct research and learn more about the STEM areas and program concentrators while teaching in the classroom.

**G9.B2.S1** Participation in STEM-related experiences provided for students and teacher research.

**Action Step 1**

Student progress will be assessed by monitoring of the implementation of the guidelines and timeline for the teacher training and the progress of the STEM related experiences

**Person or Persons Responsible**

STEM / Vocational Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans Walkthroughs

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

Department Heads will monitor student progress and teacher fidelity of the implemented strategies through bi-weekly data debriefing sessions with their respective grade levels. Instructional adjustments will be made based on individual class and grade-level data results.

**Person or Persons Responsible**

Department Heads

**Target Dates or Schedule**

Review of assessment data reports bi-monthly during Department meetings to ensure progress

**Evidence of Completion**

Department Head will monitor the implementation of the identified strategies through data chats and department meetings. Teachers will meet with the Department Chair on a monthly basis to review data and make necessary instructional modifications.

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

The Department Chair will monitor student progress and teacher fidelity of implemented strategies through bi-weekly data debriefing sessions with teachers responsible for STEM related courses. Instructional adjustments will be made based on individual class and grade level data results.

### Person or Persons Responsible

Bi-monthly Department meetings will take place to monitor strategy implementation and discussion of best practices related to instructional strategy will take place.

### Target Dates or Schedule

Bi-Monthly

### Evidence of Completion

Monitor progress through teacher made tests, data chats, student work samples, and department meetings. Summative: Results from industry certification exams & STEM related courses.

**G10.** Our goal for the 2013-2014 school year is to increase overall proficiency in the US History EOC exam by 5 percentage points.

**G10.B1** Students scoring in the middle third on the U.S. History EOC are having difficulties interpreting primary and secondary sources of information in Reporting Category- The US & the Defense of the International Peace.

**G10.B1.S1** Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction using activities that allow students to interpret primary and secondary sources of information.

### Action Step 1

Attend Instructional Focus Committee (IFC) meetings to discuss student progress and align curriculum and instruction with the IFC calendar.

#### Person or Persons Responsible

US History teachers

#### Target Dates or Schedule

Teachers will meet twice a month

#### Evidence of Completion

Recorded minutes of IFC meeting include topics covered and a discussion of student progress and strategies reviewed.



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

Monitor adherence to the IFC calendar and implementation of pacing guide through walk-throughs and teacher visitations.

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

Assistant principal

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

Walk-throughs occur on a weekly basis and are ongoing throughout the school year.

#### **Evidence of Completion**

Walk-through and observation logs from administration

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

Observation and monitoring through evaluations

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

Administration, US History Instructional Focus Committee

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

Observations will occur on a weekly basis. Teaches will meet twice a month through their instructional committees

#### **Evidence of Completion**

Evidence of IFC minutes recorded and submitted to administrator

**G10.B2** Students scoring in the upper third on the U.S. History EOC are having difficulties analyzing and interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representation in Reporting Category- Global Military, Political, & Economic Challenges.

**G10.B2.S1** Incorporate a variety of Higher Order Thinking Strategies in lesson plans that supports critical thinking, problem solving and student accountable talk to strengthen their ability to read and interpret graphic representations.

**Action Step 1**

Monitor student progress through monthly benchmark assessments and rubrics.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results, Lesson Plans

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

Monitor student data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Formative: District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 US History EOC Results

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

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: Walkthrough, Coaching Logs / Calendars, District Interim Assessments, Monthly Benchmark Assessments Summative: 2014 US History EOC Results

**G11.** Increase the participation and passing rate of students taking the CTE industry certification exams by 3 percentage points in participation to 78% and 3 percentage points for passing rate to 90%.

**G11.B1** Not all teachers have computers in their classroom and school testing calendar may conflict with the usage of the computer labs for practicing and taking industry certification tests.

**G11.B1.S1** A lab schedule will be created by teachers in cooperation with the administration that will allow teachers to maximize computer lab usage as they work around school-wide testing times.

### Action Step 1

Submit lists to assigned CTE administrator of all 11th and 12th grade students targeted for industry examinations.

### Person or Persons Responsible

CTE teachers

### Target Dates or Schedule

Intent to Pursue Industry Certification Lists will be submitted electronically at beginning of school year and updated reports will be submitted monthly at departmental meetings.

### Evidence of Completion

CertiPort reports, updated teacher monthly reports

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

Monitor implementation of the lab schedule via classroom walk-throughs.

#### Person or Persons Responsible

Assigned CTE school administrator

#### Target Dates or Schedule

Ongoing on a weekly basis throughout school year.

#### Evidence of Completion

Classroom walk-through logs

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

Meetings will be conducted to reflect and/or discuss progress of students.

#### Person or Persons Responsible

Teacher and CTE school administrator

#### Target Dates or Schedule

Monthly departmental meetings, individual monthly meetings/data chats with CTE teachers.

#### Evidence of Completion

Meeting logs, data chats schedules

### G11.B2 CTE teachers require further knowledge of industry certification exam objectives and testing procedures

**G11.B2.S1** Provide opportunities for CTE teachers to attend professional development (PD) during the fall in order to prepare them for industry certification.

#### Action Step 1

Provide copies of online registration or completion certificates to administration

#### Person or Persons Responsible

CTE Teachers

#### Target Dates or Schedule

Upon completion of online PD registration and/or Temporary Duty Request Form

#### Evidence of Completion

Certificates of completion, copy of online PD registration, completion of Temporary Duty Request Form

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

Monitor the fidelity implementation of lessons and timely instruction in the CTE classrooms

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

Assigned CTE administrator

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

Ongoing classroom visits throughout school year

#### **Evidence of Completion**

Lesson plans, log of classroom walk-throughs, records of data chats with individual teachers

### **Plan to Monitor Effectiveness of G11.B2.S1**

Monitor reports generated from CertiPort to track the progress of students

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

Assigned CTE administrator, principal

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

Ongoing throughout school year

#### **Evidence of Completion**

CertiPort reports

**G12.** Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.

**G12.B1** Students in the 9th and 10th grade are exhibiting truant behavior, resulting in loss of instructional time and increase of course failures and low GPA.

**G12.B1.S1** Identify student with frequent absences and refer them to grade level administrator, guidance counselor, and school social worker to diagnose the problem and recommend solutions to address and / or alleviate the circumstances that are concerning truancy.

**Action Step 1**

Monitor student attendance and grade point averages through attendance rosters and academic verification reports.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Truancy Child Study Team Logs, attendance rosters, academic verification reports

**Facilitator:**

Assistant Principal

**Participants:**

Attendance Committee Members & Guidance Counselors

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

Monitor student data reports (attendance, GPA, etc.)

**Person or Persons Responsible**

Guidance Counselors / Attendance Committee Members

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance Bulletin & Academic Grade Monitoring Reports

### Plan to Monitor Effectiveness of G12.B1.S1

Maintain and monitor a solid and effective data system to track student progress.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Attendance Reports & Academic Grade Monitoring Reports

**G12.B2** Students decrease in student motivation and parental involvement is a contributing factor to excessive tardiness and absences.

**G12.B2.S1** Implement an effective attendance program to include individual student incentives for maintaining perfect attendance, homeroom class incentives for maintaining the highest attendance rate in school, and school-wide incentives.

#### Action Step 1

Monitor student progress through weekly attendance checks.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Attendance Bulletin and homeroom attendance rosters.

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

Monitor student data reports, make parental contact, and promote school-wide attendance program and incentives.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Attendance Bulletin and Parent Contact Binders

## Plan to Monitor Effectiveness of G12.B2.S1

Maintain and monitor a solid and effective data system to track student progress and effectiveness of attendance program.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Attendance and Parent Contact Logs

**G12.B3** Large student population in proportion to guidance counselors to meet with student represent an increase in incidents of behavior referrals and behavior referrals that lead to suspension.

**G12.B3.S1** Maintain consistent communication with parents regarding repeat behavior issues. Using the guidance counselors, TRUST counselors, Community Involvement Specialist (CIS) and school social worker to make parent contact and conduct regular home visits to identify any issues that may promote behavioral problems.

### Action Step 1

Monitor student progress monthly through suspension reports.

### Person or Persons Responsible

Counselors & Community Involvement Specialist

### Target Dates or Schedule

Monthly

### Evidence of Completion

Indoor / Outdoor Suspension Reports Detentions



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

Monitor parent contact log for evidence of communication with parents of students who have been placed on outdoor / indoor suspension.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent Contact Logs and Home Visit Logs

### **Plan to Monitor Effectiveness of G12.B3.S1**

Maintain and monitor a solid and effective data system to track student progress and effectiveness of plan. Monitor parent contact log for evidence of communication with parents of students who have been placed on outdoor / indoor suspension.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Contact and Home Visit Logs

**G13.** Our goal for the 2013-2014 school year is to decrease the dropout rate by .5 percentage points and to increase the graduation rate by 2% percentage points.

**G13.B1** Students are having difficulties passing the FCAT due to language deficiencies and not enough students are enrolling in alternative programs. In addition, excessive absences and tardiness of at-risk and low performing students leads to poor academic performance. Parents are unfamiliar with graduation requirements, scholarships, and other postsecondary options

**G13.B1.S1** Monitor academic performance and daily attendance of low performing/At-Risk students and conduct individual and small group meetings in school, counselors and grade level administrator will recommend credit recovery through night school or virtual school courses that students can take during the school year to work toward promotion and address with parents the academic needs for graduation.

### **Action Step 1**

Credit histories will be pulled for at-risk students. Courses to be completed will be identified in order to promote students to the appropriate grade level according to the Student Progression Plan.

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

Assistant Principal Guidance Counselor

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

Monthly

#### **Evidence of Completion**

Senior checklists Meetings/ Conference Logs

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

Monitor academic performance and daily attendance of low performing/At-Risk students.

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

Assistant Principal and Grade Level Counselor

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

Monthly

#### **Evidence of Completion**

Counselor and administrator logs

## Plan to Monitor Effectiveness of G13.B1.S1

Maintain and monitor a solid and effective data system to track student progress

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Senior Checklists Counselor and Administrator Logs

## Coordination and Integration

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

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

#### Title I, Part A

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday School or summer school through our adult education program. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to all students.

Curriculum coaches develop, lead, and evaluate the school's core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-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. 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, neglected and delinquent students.

#### Title I, Part C- Migrant

Hialeah High provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

Hialeah High utilizes District-supplied funds to support the Educational Alternative Outreach programs to provide assistance to student and youth who are at-risk of dropping out of school. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial Programs
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers
- Reading and supplementary instructional materials
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics, and science to be used by ELL and immigrant students

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community.
- Project Upstart/Homeless Children & Youth Program assists with the identification, enrollment, attendance,

and transportation of homeless students.

- The school's Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring that homeless children are not to be stigmatized, separated, segregated or isolated on their status as homeless and are provided with all entitlements.
- The school's Project Upstart Program provides a homeless sensitivity and awareness campaign throughout the school. The school receives a video and a curriculum manual and a contest is sponsored by the homeless trust which is a community organization.
- Our District Homeless Student Liaison continues to participate in community organization meetings and task forces as it related to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- Hialeah High addresses violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST specialist.
- As a component of this program, the school also receives training and technical assistance for administrators, counselors, and teachers.
- The school's TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) Hialeah 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 after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School 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.

Career and Technical Education

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

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

Not Applicable

Other

Hialeah High will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. The school will also increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school will also conduct informal parent surveys to determine specific needs of our

parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents. This impacts our goal to empower parent and build capacity for involvement.

Hialeah High also has partnerships through the Health Connect in Our Schools (HCiOS) with The Children's Trust, Miami-Dade Health Department, and local health service providers to provide the following:

- Offer a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds
- Reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services
- Deliver coordinated social work and mental/behavioral health interventions in a timely manner
- Enhance the educational activities provided by the school and by the health department
- Offer a trained health team that is qualified to perform the assigned duties related to a quality school health care program

## 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.** Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.

**G1.B1** Students in the Hispanic subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 58%, meeting our AMO target. Specifically, students are demonstrating difficulties in Reporting Category 2: Reading Application -determining the author's purpose and point of view and their effects on the text.

**G1.B1.S1** Implement and monitor that instructional routines are in place that set the purpose of instruction and follow the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson.

### PD Opportunity 1

Monitor student progress through monthly benchmark assessments and rubrics. Implement and monitor that instructional routines are in place that set the purpose of instruction and follow the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Benchmark Assessment Results Lesson Plans

**G1.B4** Students in the ELL subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 21 percentage points to 36%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis- analyzing and developing an interpretation of a literary work by describing an author's use of literary elements and explaining different elements of figurative language.

**G1.B4.S1** Increase and monitor activities to promote student accountability talk and active learning strategies through the use of concept maps, illustrations, and diagrams.

### **PD Opportunity 1**

Monitor student progress through monthly benchmark assessments and rubrics. Incorporation of Higher Order Thinking Strategies in lesson plans that supports critical thinking, problem-solving and student accountable talk.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans



**G1.B6** Students in the ED subgroup scoring at a Level 3 or higher on the FCAT 2.0 Reading will increase performance by 14 percentage points to 56%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application- students are having difficulty determining the main idea or essential message in a text.

**G1.B6.S1** Implement bell to bell instruction using the Gradual Release of Responsibility Model with an emphasis on text marking strategies and summarization activities.

### **PD Opportunity 1**

Monitor student progress through monthly benchmark assessments and rubrics. Implement bell to bell instruction using the Gradual Release of Responsibility Model with an emphasis on text marking strategies and summarization activities.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans

**G1.B7** Students scoring at a Level 3 on the FCAT 2.0 Reading will increase by 12 percentage points to 34%. Specifically, students are demonstrating difficulties in Reporting Category 4: Informational Text & Research Process -analyzing and evaluating information from text features and organizing and synthesizing the validity and reliability of information contained in multiple sources.

**G1.B7.S1** Implement and monitor bell to bell instruction that utilizes higher-order questioning techniques and response techniques to enhance instruction and promote critical, independent and creative thinking.

### **PD Opportunity 1**

Monitor student progress through monthly benchmark assessments and rubrics. Implement and monitor bell to bell instruction that utilizes higher-order questioning techniques and response techniques to enhance instruction and promote critical, independent and creative thinking.

#### **Facilitator**

Literacy Coaches

#### **Participants**

Reading and Language Arts Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans

**G1.B8** Students scoring at a Level 4 and 5 on the FCAT 2.0 Reading will increase by 5 percentage points to 24%. Specifically, students are demonstrating difficulties with Reporting Category 3: Literary Analysis-analyzing the effectiveness of complex elements of plot such as setting, major events, conflicts, and resolutions.

**G1.B8.S1** Provide rigorous instruction with a specific focus on student accountable talk and an exposure to advanced placement strategies to improve student understanding of stylistic elements.

### **PD Opportunity 1**

Monitor student progress through monthly benchmark assessments, rubrics, and SpringBoard embedded assessment. Provide rigorous instruction with a specific focus on student accountable talk and an exposure to advanced placement strategies to improve student understanding of stylistic elements.

#### **Facilitator**

Instructional Coaches

#### **Participants**

All Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans SpringBoard Embedded Assessment Results

**G4.** Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.

**G4.B2** Students in the SWD subgroup in mathematics will increase performance by 18 percentage points to 49%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete multiple-step problem-solving and quadratic functions.

**G4.B2.S1** Incorporate reading comprehension and writing strategies into mathematical instruction to increase content vocabulary and conceptual understanding.

### **PD Opportunity 1**

Monitor student progress through monthly benchmark assessments and rubrics. Incorporate reading comprehension and writing strategies into mathematical instruction to increase content vocabulary and conceptual understanding.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

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

Monthly

#### **Evidence of Completion**

Benchmark Assessment Results Lesson Plans

**G4.B4** The overall number of students achieving Learning Gains in mathematics will increase by 4 percentage points to 64%. Specifically, students are demonstrating difficulties with Reporting Category: Polynomials with problem solving in situations involving numbers sense, arithmetic, and higher order critical thinking.

**G4.B4.S1** Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction.

**PD Opportunity 1**

Monitor student progress through monthly benchmark assessments and rubrics. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction.

**Facilitator**

Instructional Coaches

**Participants**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Benchmark Assessment Results, Lesson Plans

**G6.** Our goal for the 2013-2104 school year is to increase student proficiency in the Algebra 1 EOC 4 percentage points to 39% for Level 3 and 2 percentage points to 8% for Levels 4-5

**G6.B2** 2013 EOC data shows that most students are deficient in reporting category3: Rationals, Radicals, Quadratics, and Discrete.

**G6.B2.S1** Incorporate a variety of higher order thinking strategies that support critical thinking, problem-solving, and student accountable talk.

### **PD Opportunity 1**

Incorporate a variety of higher order thinking strategies that support critical thinking, problem-solving, and student accountable talk.

#### **Facilitator**

Instructional coaches

#### **Participants**

Teachers

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

Following instructional focus calendars, students will be assessed through monthly mini-benchmark assessments. Additionally, students will be assessed three times a year through the District Interim Assessment.

#### **Evidence of Completion**

Teachers will monitor the implementation of the identified strategies through the Edusoft reporting system. Teachers will meet with the Instructional Coaches on a bi-weekly basis to review data and make necessary instructional modifications.

**G12.** Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.

**G12.B1** Students in the 9th and 10th grade are exhibiting truant behavior, resulting in loss of instructional time and increase of course failures and low GPA.

**G12.B1.S1** Identify student with frequent absences and refer them to grade level administrator, guidance counselor, and school social worker to diagnose the problem and recommend solutions to address and / or alleviate the circumstances that are concerning truancy.

### **PD Opportunity 1**

Monitor student attendance and grade point averages through attendance rosters and academic verification reports.

#### **Facilitator**

Assistant Principal

#### **Participants**

Attendance Committee Members & Guidance Counselors

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

Weekly

#### **Evidence of Completion**

Truancy Child Study Team Logs, attendance rosters, academic verification reports

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.	\$11,000
G4.	Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.	\$11,000
G12.	Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.	\$12,000
Total		\$34,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District	\$20,000	\$20,000
EESAC	\$14,000	\$14,000
	\$0	\$0
Total	\$34,000	\$34,000

### Budget Details

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



**G1.** Our goal for the 2013-2014 school year is to increase overall reading proficiency in the areas of comprehension, fluency, vocabulary and oral language for all students by 15 percentage points to 58%.

**G1.B9** The overall number of students achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 72%. Specifically, students are demonstrating difficulties with Reporting Category 2: Reading Application -recognizing cause and effect relationships in literary texts.

**G1.B9.S1** Provide students with opportunities to use text marking strategies and utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for a deeper understanding of content.

**Action Step 1**

Monitor student progress through monthly benchmark assessments.

**Resource Type**

Evidence-Based Program

**Resource**

Hourly Tutorial

**Funding Source**

District

**Amount Needed**

\$10,000

**G1.B10** The number of students identified in the lowest 25% achieving Learning Gains on the FCAT 2.0 Reading will increase by 3 percentage points to 74%. Specifically, students are demonstrating difficulties with Reporting Category 3- Literary Analysis- analyzing and evaluating an author's use of descriptive and figurative language and explaining how they impact meaning in a variety of text.

**G1.B10.S1** Analyze and monitor data using appropriate screening, diagnostic, progress monitoring, and outcome measures to examine trends, set goals and targets, and differentiate instruction to meet the various needs of students.

**Action Step 1**

Monitor student progress through weekly benchmark assessment checks and effectiveness of reading intervention programs.

**Resource Type**

Evidence-Based Program

**Resource**

Incentives for Lowest 25%

**Funding Source**

EESAC

**Amount Needed**

\$1,000

**G4.** Our goal for the 2013-2014 school year is to increase overall mathematics performance in the areas of mathematical fluency and problem solving proficiency by 3 percentage points to 48%.

**G4.B1** Students in the ELL subgroup in mathematics will increase performance by 8 percentage points to 45%, meeting our AMO target. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities and Reporting Category 1: two-dimensional geometry.

**G4.B1.S1** Utilize common planning and / or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

**Action Step 1**

Develop effective instructional strategies through common planning and sharing of best practices.

**Resource Type**

Evidence-Based Program

**Resource**

Educational materials

**Funding Source**

EESAC

**Amount Needed**

\$1,000

**G4.B5** The number of students identified in the lowest 25% achieving Learning Gains in mathematics will increase by 4 percentage points to 69%. Specifically, students are demonstrating difficulties with Reporting Category 1: Functions, Linear Equations, and Inequalities while applying real-world situations with relations and functions using multiple representations.

**G4.B5.S1** Use data to set goals, provide intervention, and differentiated instruction.

**Action Step 1**

Monitor student progress through weekly benchmark assessment checks and effectiveness of mathematics intervention programs.

**Resource Type**

Evidence-Based Program

**Resource**

Hourly Tutorial

**Funding Source**

District

**Amount Needed**

\$10,000

**G12.** Our goal for the 2013-2014 school year is to address early warning systems specifically with our 9th and 10th grade students who are truant and low grade point averages and reduce by 1 percentage point.

**G12.B1** Students in the 9th and 10th grade are exhibiting truant behavior, resulting in loss of instructional time and increase of course failures and low GPA.

**G12.B1.S1** Identify student with frequent absences and refer them to grade level administrator, guidance counselor, and school social worker to diagnose the problem and recommend solutions to address and / or alleviate the circumstances that are concerning truancy.

**Action Step 1**

Monitor student attendance and grade point averages through attendance rosters and academic verification reports.

**Resource Type**

Evidence-Based Program

**Resource**

Hourly Attendance Clerk, After-School Detention Program

**Funding Source**

EESAC

**Amount Needed**

\$12,000

**G12.B3** Large student population in proportion to guidance counselors to meet with student represent an increase in incidents of behavior referrals and behavior referrals that lead to suspension.

**G12.B3.S1** Maintain consistent communication with parents regarding repeat behavior issues. Using the guidance counselors, TRUST counselors, Community Involvement Specialist (CIS) and school social worker to make parent contact and conduct regular home visits to identify any issues that may promote behavioral problems.

**Action Step 1**

Monitor student progress monthly through suspension reports.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**