



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Ruth Owens Kruse Education Center

11001 SW 76TH ST

Miami, FL 33173

305-270-8699

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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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

Ruth Owens Kruse Education Center

##### Principal

Dr. Angel L Rodriguez

##### School Advisory Council chair

Lorraine Schaub

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

Name	Title
Angel Rodriguez	Principal
Catheleen McGinnis	Assistant Principal
Ana Mendez-Londono	Program Specialist
Rita Duren	Staffing Specialist
Ninfa Sirker	Teacher, Elementary Team Leader
Teresa Carey	Teacher, Middle School Team Leader
Joy Anteen	Teacher, High School Team Leader
Karen Betancourt	Teacher, Special Diploma Team Leader
Karolyn Correa	Teacher, Strive Team Leader
Constance Adams	Teacher, PBS Team Leader
Tuwana Lewis	School Guidance Counselor, Student Services Team Leader
Peggy Slott	Union Steward
Summer Tie Shue	Reading 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

Principal -1, Union Stewart -1, Teachers-5, Educational Support Employees-2, Parents-8, Business/Community Representatives-2, Alternate Parents-2, Alternate Education Employees-1, Alternate teacher/Paraprofessional -1.

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

The SAC members meet to review and contribute to the SIP Plan.

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

The SAC members will meet monthly to discuss the progress of SIP.  
The SAC members will participate in district training as needed to help support the SIP process.

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

The SAC funds will be used to help reduce suspensions and motivate students. Funds will be used to purchase awards and other incentives linked to school-wide the Positive Behavior Support (PBS) initiative. \$850.00 allocated to ROK

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Angel L Rodriguez**

Principal

Years as Administrator: 18

Years at Current School: 8

**Credentials**

Biology Middle Grades  
 School Principal  
 Exceptional Student Education  
 Organizational Leadership and Instructional Leadership, Ed.D.

**Performance Record**

2013 – School Grade NG  
 Rdg. Proficiency, N/A  
 Math Proficiency, N/A  
 Rdg. Lrg. Gains, N/A points  
 Math Lrg. Gains, N/A points  
 Rdg. Imp. of Lowest 25% -  
 N/A points  
 Math Imp. of Lowest 25% -  
 N/A points  
 Rdg. AMO –34  
 Math AMO –36  
 Note: As a Specialized Center school for EBD students the school  
 is not graded  
 2012 School Grade D  
 Rdg. Proficiency, 42%%  
 Math Proficiency,42%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains,62 points  
 Rdg. Imp. of Lowest 25% -  
 51 points  
 Math Imp. of Lowest 25% -  
 59points  
 Rdg. AMO –48  
 Math AMO–48  
 Note: As a Specialized Center school for EBD students the school  
 is not graded  
 11 '10 '09  
 School Grade N/G N/G N/G  
 High Standards Rdg. N/A N/A N/A  
 High Standards Math N/A N/A N/A  
 Lrng Gains-Rdg. N/A N/A N/A  
 Lrng Gains-Math N/A N/A N/A  
 Gains-Rdg-25% N/A N/A N/A  
 Gains-Math-25% N/A N/A N/A  
 Note: As a Specialized Center school for EBD students the school  
 is not graded



**Cathleen McGinnis**

Asst Principal

Years as Administrator: 16

Years at Current School: 2

**Credentials**

Elementary Education  
 Gifted  
 ESOL  
 School Principal

**Performance Record**

2013 – School Grade NG  
 Rdg. Proficiency, N/A  
 Math Proficiency, N/A  
 Rdg. Lrg. Gains, N/A points  
 Math Lrg. Gains, N/A points  
 Rdg. Imp. of Lowest 25% -  
 N/A points  
 Math Imp. of Lowest 25% -  
 N/A points  
 Rdg. AMO –34  
 Math AMO –36  
 Note: As a Specialized Center school for EBD students the school  
 is not graded  
 2012 – School Grade NG  
 Rdg. Proficiency, 42%%  
 Math Proficiency,42%  
 Rdg. Lrg. Gains, 50 points  
 Math Lrg. Gains,62 points  
 Rdg. Imp. of Lowest 25% -  
 51 points  
 Math Imp. of Lowest 25% -  
 59points  
 Rdg. AMO –48  
 Math AMO–48  
 Note: As a Specialized Center school for EBD students the school  
 is not graded  
 '11 '10 '09  
 School Grade C B A  
 High Standards Rdg No No Yes  
 High Standards Math No No Yes  
 Lrng Gains-Rdg Yes Yes Yes  
 Lrng Gains-Math Yes Yes Yes  
 Gains-Rdg-25% Yes Yes Yes  
 Gains-Math-25% Yes Yes Yes

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Summer Tie Shue		
Full-time / School-based	Years as Coach: 3	Years at Current School: 10
<b>Areas</b>	Reading/Literacy, Data, Rtl/MTSS	
<b>Credentials</b>	Emotionally Handicapped (grades K - 12) Reading	
<b>Performance Record</b>	2013 – School Grade NG Rdg. Proficiency, N/A Math Proficiency, N/A Rdg. Lrg. Gains, N/A points Math Lrg. Gains, N/A points Rdg. Imp. of Lowest 25% - N/A points Math Imp. of Lowest 25% - N/A points Rdg. AMO –34 Math AMO –36 Note: As a Specialized Center school for EBD students the school is not graded 2012 School Grade D Rdg. Proficiency, 42%% Math Proficiency,42% Rdg. Lrg. Gains, 50 points Math Lrg. Gains,62 points Rdg. Imp. of Lowest 25% - 51 points Math Imp. of Lowest 25% - 59points Rdg. AMO –48 Math AMO–48 Note: As a Specialized Center school for EBD students the school is not graded 11 '10 '09 School Grade N/G N/G N/G High Standards Rdg. N/A N/A N/A High Standards Math N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A Lrng Gains-Math N/A N/A N/A Gains-Rdg-25% N/A N/A N/A Gains-Math-25% N/A N/A N/A Note: As a Specialized Center school for EBD students the school is not graded	

**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

44, 100%

**# Highly Qualified Teachers**

48%

**# certified in-field**

21, 48%

**# ESOL endorsed**

22, 50%

**# reading endorsed**

5, 11%

**# with advanced degrees**

21, 48%

**# National Board Certified**

3, 7%

**# first-year teachers**

0, 0%

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

3, 7%

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

13, 30%

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

28, 64%

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

19

**# Highly Qualified**

18, 95%

**Teacher Recruitment and Retention Strategies**

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

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

The school will collaborate with local colleges and universities to provide practicum and internship opportunities for prospective teachers. While interning at the school they will be given guidance and assistance on how to successfully teach student with special needs. This process will allow for the school to recruit teacher who have the necessary skills to teach the students at this school. Teachers are provided with mentoring and guidance through sharing of best practices and professional development opportunities.

**Teacher Mentoring Program/Plan**

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

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

New teacher(s) will be mentored by an experienced teacher. They will meet weekly to collaborate, review lessons and assessments, and provide assistance with behavioral management. The mentor will observe beginning teacher and provide constructive feedback using specific protocols and feedback tools.

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

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

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

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

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

#### Tier 2

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

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

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

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

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

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

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

The following team members are responsible for overseeing the daily operations of the school site.

- Dr. Angel Rodriguez, Principal
- Cathleen McGinnis, Assistant Principal

The following team members are responsible for reviewing documents in order to comply with FLDOE and MDCPS regulations.

- Ana Mendez-Londono, Program Specialist
- Rita Duren, Staffing Specialist

The following team members are responsible for providing curriculum support and sharing best practices.

- Summer Tie Shue, Reading Coach
- Lorraine Schaub, LA Dept. Chair
- Adriel Lantigua, Math Dept. Chair
- Mayte Suarez, SS Dept. Chair
- Kieaita Brown, Science Dept. Chair

The following team members are responsible for providing grade level support and sharing best practices.

- Ninfa Sirker, Elem. Team Leader
- Teresa Carey, Middle School Team Leader
- Joy Anteen, High School Team Leader
- Karen Betancourt, Special Diploma Team Leader
- Karolyn Correa, STRIVE Team Leader

The following team members are responsible for providing clinical and behavioral support.

- Tuwana Lewis, School guidance counselor
- Gordon Parkin, School psychologist
- Carmen Fernandez-Valle, School social worker
- Constance Adams, PBS Team Leader

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

### **Tier 2**

The following team members are responsible for providing curriculum support and sharing best practices.

- Summer Tie Shue, Reading Coach
- Lorraine Schaub, LA Dept. Chair
- Adriel Lantigua, Math Dept. Chair
- Mayte Suarez, SS Dept. Chair
- Kieaita Brown, Science Dept. Chair

The following team members are responsible for providing clinical and behavioral support.

- Tuwana Lewis, School guidance counselor
- Gordon Parkin, School psychologist
- Carmen Fernandez-Valle, School social worker
- Constance Adams, PBS Team Leader

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

### **Tier 3 SST**

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

Progress monitoring assessment data is collected, evaluated, and used on an ongoing basis to determine rate of a student(s) progress.

- To determine rate of progress compared to peers and grade level benchmarks (does the student need more?)
- To determine mastery of discrete skills (is the student mastering prerequisite skills needed to meet grade level benchmarks?)
- To provide information on the effectiveness of instruction and modify the intervention if necessary
- To analyze and interpret gaps between standards and achievement (how long will it take to close the gap?).

Data Sources

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- James Town
- Journeys
- Reading Plus
- Wonders Intervention
- GIZMOS
- Unique Learning
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Florida Alternate Assessment (FAA)
- Student grades
- EOC
- School site specific assessments

Behavior

- Student Case Management System
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment of Behavior (FAB)
- Frequency Monitoring
- Behavioral Intervention Plan (BIP)
- Positive Behavioral Support (PBS)

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

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

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

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

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

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program  
**Minutes added to school year:** 10,800

Implementation of enrichment programs and activities that enhance the curriculum.

**Strategy Purpose(s)**

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

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

Instructional staff will gather and analyze data on a continuous basis (Success Maker Reports, Reading Plus Reports, Accelerated Reader Reports, review AMO). Reports will be utilized to modify differentiated instruction groups as necessary. Baseline data and subgroups will be reviewed to analyze grade level trend. During monthly "Data Chats" effective strategies will be developed with instructional staff and Assistant Principal.

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

Assistant Principal

**Literacy Leadership Team (LLT)**

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

Name	Title
Angel L. Rodriguez	Principal

Name	Title
Cathleen McGinnis	Assistant Principal
Summer Tie Shue	Reading Coach
Roger Griffin	Elective Department Chairperson
Lorraine Schaub	Language Arts Department Chairperson
Adriel Lantigua	Math Department Chairperson
Mayte Suarez	Social Science Department Chairperson
Kieita Brown	Science Department Chairperson
Ninfa Sirker	Elementary Team Leader
Teresa Carey	Middle School Team Leader
Joy Anteen	High School Team Leader
Karen Betancourt	Special Diploma Team Leader
Karolyn Correa	STRIVE Team Leader
Constance Adams	PBS Team Leader

### How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Literacy Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

### Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to promote a school-wide focus on literacy and reading achievement. Staff will focus instruction using the Next Generation Sunshine State Standards as aligned with the CRRP, Common Core and the Florida Alternate Assessment Next Generation Access Points that will be monitored by administration. The major initiatives will also involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.



## Every Teacher Contributes to Reading Instruction

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded programs. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing 6-12 grade students with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Reading instruction is incorporated into core and elective classes through the implementation of the Next Generation Sunshine State Standards and Alternate Assessment Next Generation Access Points.

## 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

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 provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. A partnership with a nearby vocational skills center will provide students with a job skills program that will allow students the opportunity. This will provide students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

The school issues both standard and special diplomas to students who successfully complete all required courses. Ruth Owens Kruse' Educational Center's graduates complete college prep curriculum, are enrolled in Algebra I course before 9th grade, and complete at least one level 3 high school math course. Historically, student grades and scores are below the district and State averages. Additionally, students are offered applied and integrated courses in Careers and Computers that assist them in preparing for post

secondary

studies. Partnerships with Glades Middle, Miami Killian Senior, South Dade Skills Center, Project Victory and

Project Search help offer career preparation and work-related experiences in a variety of fields.

## 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	48%	34%	No	53%
American Indian		0%		
Asian		0%		
Black/African American	51%	47%	No	56%
Hispanic	49%	26%	No	54%
White	43%		No	48%
English language learners		0%		
Students with disabilities	48%	34%	No	53%
Economically disadvantaged	48%	32%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	37%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	16%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	41%	43%
Students scoring at or above Level 7	13	38%	39%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		0%	0%
Students in lowest 25% making learning gains (FCAT 2.0)		0%	0%

**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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

**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.			10%

**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	[data excluded for privacy reasons]		17%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	79%	81%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	36%	No	54%
American Indian		0%		
Asian		0%		
Black/African American	53%	40%	No	58%
Hispanic	48%	31%	No	54%
White	43%	50%	Yes	48%
English language learners		0%		
Students with disabilities	48%	36%	No	54%
Economically disadvantaged	48%	36%	No	54%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	47%	48%
Students scoring at or above Level 7	13	38%	39%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		0%	0%
Students in lowest 25% making learning gains (EOC)		0%	0%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

**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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		7%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

**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)	12		18
Participation in STEM-related experiences provided for students	12	60%	65%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	5%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	5%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	5%
CTE-STEM program concentrators	0		2
Students taking CTE-STEM industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	5%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	95	79%	84%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	2	100%	100%

**Area 8: Early Warning Systems**

**High School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	82	40%	39%
Students in ninth grade with one or more absences within the first 20 days	18	75%	70%
Students in ninth grade who fail two or more courses in any subject	7	27%	26%
Students with grade point average less than 2.0	18	19%	18%
Students who fail to progress on-time to tenth grade	5	23%	22%
Students who receive two or more behavior referrals	93	51%	50%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	96	46%	45%

**Graduation**

	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	9%	7%
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)	2	10%	12%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	20%	22%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	9%	11%

## Goals Summary

- G1.** In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.
- G2.** In the 2013 FCAT 2.0 Writing 8% of students scored 3.5 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT writing scores by 9 percentage points to 17% and FAA scores by 2 percentage points to 81%.
- G3.** In the 2013 FCAT 2.0 Math 11% of students scored 3 or above and on the FAA 85% scored 4 or above. The goal for 2014 is to increase FCAT scores by 43 percentage points to 54% and FAA scores by 2 percentage points to 87%.
- G4.** In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.
- G5.** In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.
- G6.** The 2013 Biology EOC results indicate that 0% of students scored a Level 3 or above. The goal for the 2014 Biology EOC is to increase scores by 10%.
- G7.** Increase STEM learning opportunities from 12 in the 2013 school year to 18 for the 2014 students, using CTE curriculum.
- G8.** CTE instructor will integrate the Common Core Reading Standards for Literacy in Science and Technology Subjects into CTE content area curriculum.
- G9.** Bases on the 2013 baseline data for grade 7 Civics EOC 0% of student scored at a proficient level. Our goal for the 2014 Civic EOC is to increase by 5 percentage points to 5%.
- G10.** In monitoring the Early Warning Systems our school will increase the percent of students being promoted to the next grade level or graduating by decreasing the percentage of students who missed 10% or more of available instructional time.
- G11.** The graduation rate for 2012 - 2013 school year was 19%. Our goal for the 2013-2014 school year is to increase the graduation rate by 4 percentage points to 23%.

## Goals Detail



**G1.** In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.

### **Targets Supported**

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

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

- 10 desk computers
- 15 Netbooks
- Wireless capability throughout building
- 5 Projectors
- On line and district material
- Reading Coach
- Success Maker
- Unique Learning
- Jamestown Series
- The Wonder Series

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

- The results of the 2013 FCAT 2.0 Reading indicated that 47% of Blacks, 26% of Hispanic, 34% of SWD, and 32% of ED achieved proficiency. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text. Our goal is to increase student proficiency by 9 percentage point to 56% for Blacks, 28 percentage points to 54% for Hispanic, 19 percentage points to 53% for SWD, and 22 percentage points to 54% for ED.
- The 2013 results of FCAT 2.0 Reading indicate that 8% of students scored a Level 3 .The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text. Our goal for the 2014 FCAT 2.0 Reading is to increase by 29 percentage points to 37%.
- The 2013 results of FCAT 2.0 Reading indicate that 4% of students scored a Level 4 or above .The area of deficiency as noted on the 2013 FCAT 2.0 administration was vocabulary, Reading Application, Literacy Analysis and Informational Text. Our goal for the 2014 FCAT 2.0 Reading is to increase by 12 percentage points to 16%.
- The 2013 results of FAA Reading indicate that 41% of students scored a Level 4-6 . The area of deficiency as noted on the 2013 FAA administration was Reading Process, and Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories. Our goal for the 2014 FAA Reading is to increase by 2 percentage points to 43%.
- The 2013 results of FAA Reading indicate that 38% of students scored a Level 7 or above . The area of deficiency as noted on the 2012 FAA administration was content standard Literary Analysis. Students demonstrated difficulty identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction ,informational, an expository texts to demonstrate an understanding of the information presented. Our goal for the 2014 FAA Reading is to increase by 1 percentage points to 39%.

- Learning Gains: The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text.
- Learning Gains for lowest 25%: The area of deficiency, as noted on the 2013 FCAT 2.0 administration was vocabulary, Reading Application, Literacy Analysis and Informational Text.
- The 2014 postsecondary goal in Reading is to increase graduating seniors by 10% as indicated by PERT.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim, FCAT 2.0, Unique Learning, and FAA.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessments-District Assessments Summative Assessments-Results from 2014 F-CAT 2.0  
Summative Assessments-Results from 2014 FAA

**G2.** In the 2013 FCAT 2.0 Writing 8% of students scored 3.5 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT writing scores by 9 percentage points to 17% and FAA scores by 2 percentage points to 81%.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Reading Coach
- 15 Netbooks
- Wireless capability throughout school
- Online and district material

#### Targeted Barriers to Achieving the Goal

- The 2013 results of FCAT 2.0 Writing indicate that 8% of students scored a Level 3.5 or above. The area of deficiency as noted on the 2013 FCAT 2.0 administration was in Persuasive writing. Our goal for the 2014 FCAT 2.0 Writing is to increase by 9 percentage points to 17%.
- The 2013 results of FAA Writing indicate that 79% of students scored a Level 4-9. The area of deficiency as noted on the 2013 FAA administration was in the use of complex vocabulary to support and elaborate ideas in writing.. Our goal for the 2014 FAA Writing is to increase by 2 percentage points to 81%.

## Plan to Monitor Progress Toward the Goal

Following the FCIM using from interim, FCAT 2.0 and FAA

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment: District Interim Assessments Summative Assessments: Results for the 2014 FCAT 2.0 and the 2014 FAA.

**G3.** In the 2013 FCAT 2.0 Math 11% of students scored 3 or above and on the FAA 85% scored 4 or above. The goal for 2014 is to increase FCAT scores by 43 percentage points to 54% and FAA scores by 2 percentage points to 87%.

### **Targets Supported**

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

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

- Wireless capability throughout school
- 5 Projectors
- 15 netbooks
- Online and district materials
- Explore Learning Gizmos
- Unique Learning
- Discovery Learning
- Pearson Digital Success Maker

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

- The results of the 2013 FCAT 2.0 Math indicated that 40% of Blacks, 31% of Hispanic, 36% of SWD, and 36% of ED not make their AMO for 2013 FCAT 2.0 Math. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 is to increase Blacks by 18 percentage points to 58%, Hispanics by 23 percentage points to 54%, SWD by 18 percentage points to 54%, and ED by 18 percentage points to 54%.
- The 2013 results of FCAT 2.0 Math indicate that 9% of students scored a Level 3. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 FCAT 2.0 Math is to increase by 30 percentage points to 39%..
- The 2013 results of FCAT 2.0 Math indicate that 2% of students scored a Level 4. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 FCAT 2.0 Math is to increase by 12 percentage points to 15%.
- The 2013 results of FAA Math indicate that 47% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Our goal for the 2014 FAA Math is to increase by 1 percentage points to 48%.
- The 2013 results of FAA Math indicate that 38% of students scored a Level 7 or above . The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Our goal for the 2014 FAA Math is to increase by 1 percentage points to 39%.
- FCAT/FAA Learning Gains: The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.
- Lowest 25%: The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement

- The 2014 postsecondary goal in math is to increase graduating seniors by 10% as indicated by PERT.

### Plan to Monitor Progress Toward the Goal

Follow FCIM using data from interim FCAT 2.0 and FAA

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessment Summative Assessments: Results for the 2014 FCAT 2.0 Results from the 2014 FAA

**G4.** In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.

#### Targets Supported

- Algebra 1 EOC

#### Resources Available to Support the Goal

- Projectors
- Discovery
- Explore Learning Gizmos

#### Targeted Barriers to Achieving the Goal

- The 2013 results of Algebra EOC indicate that 8% of students scored a Level 3. Students struggle with abstract concepts of algebra and their correlation to the real world. Our goal for the 2014 Algebra EOC is to increase by 7 percentage points to 15%.
- The 2013 results of Algebra EOC indicate that 0% of students scored a Level 4-5. Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze and apply concepts of linear equations, inequities, and systems of linear equations in two variables. Our goal for the 2014 Algebra EOC is to increase by 3 percentage points to 3%.

### Plan to Monitor Progress Toward the Goal

Following the FCIM using data from Interim Assessments and EOC

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative Assessment - District Interim Assessments Summative Assessments - Results for Algebra 1 EOC

**G5.** In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.

**Targets Supported**

- Science
- Science - Middle School
- Science - High School

**Resources Available to Support the Goal**

- Discovery Learning
- Unique Learning
- 15 Netbooks
- Wireless capability throughout school
- Pearson Digital Success Maker
- Science consumables Pearson Prentice Hall

**Targeted Barriers to Achieving the Goal**

- The 2013 results of FCAT 2.0 Grade 8 Science indicate that 10% of students scored a Level 3. The area of deficiency as noted on the 2013 FCAT 2.0 administration was physical and life science. Our goal for the 2014 FCAT 2.0 Science is to increase by 6 percentage points to 16%.
- The 2013 results of FCAT 2.0 Grade 8 Science indicate that 0% of students scored a Level 4 or above. The area of deficiency as noted on the 2013 FCAT 2.0 administration was physical and life science. Our goal for the 2014 FCAT 2.0 Science is to increase by 3 percentage points to 3%.
- The 2013 results of FAA Grade 11 Science indicate that 33% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.
- The 2013 results of FAA Grade 11 Science indicate that 67% of students scored a Level 7-9. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments- District interim Assessments Summative Assessment -Results for the 2014 FCAT 2.0 Results for the 2014 FAA

**G6.** The 2013 Biology EOC results indicate that 0% of students scored a Level 3 or above. The goal for the 2014 Biology EOC is to increase scores by 10%.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Laptops
- Explore Learning GIZMOS
- Discovery

**Targeted Barriers to Achieving the Goal**

- The 2013 results of Biology EOC indicate that 0% of students scored a Level 3. The area of deficiency as noted on the Biology EOC administration was describing relationships among organisms in their ecosystem. Our goal for the 2014 Biology EOC is to increase by 7 percentage points to 7%.
- The 2013 results of Biology EOC indicate that 0% of students scored a Level 4 or above. The area of deficiency as noted on the Biology EOC administration was describing relationships among organism in the ecosystem. Our goal for the 2014 Biology EOC is to increase by 3 percentage points to 3%.

**Plan to Monitor Progress Toward the Goal**

Follow FCIM using data from Interim and EOC Biology

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments - District Interim Assessment Summative Assessment - Results for the 2014 Biology EOC

**G7.** Increase STEM learning opportunities from 12 in the 2013 school year to 18 for the 2014 students, using CTE curriculum.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- 15 netbooks
- Unique Learning
- Culinary Vocational programs at JRE LEE

**Targeted Barriers to Achieving the Goal**

- In the 2013 school year 0% of students were enrolling in one or more accelerated CTE-STEM-related courses. Few opportunities for advanced level CTE-STEM learning activities within school. The goal for 2014 is to increase enrolling in one or more accelerated CTE-STEM-related courses by 5 percentage points to 5%.
- In the 2013 school year 0% of students were taking one or more advanced placement exams for CTE-STEM-related courses. Few opportunities for advanced level CTE-STEM learning activities within school. The goal for 2014 is to increase the number of students taking one or more advanced placement exams for CTE-STEM-related courses by 5 percentage points to 5%.
- In the 2013 school year 0% of students were taking CTE-STEM industry certification exams. Few opportunities for advanced level STEM learning activities within school. The goal for 2014 is to increase the number of students taking CTE-STEM industry certification exams by 5 percentage points to 5%.
- In the 2013 school year 0% of students passed the CTE-STEM industry certification exams. CTE-STEM teacher may not have access to instructional resources to support literacy standards instruction. The goal for 2014 is to increase the number of students passing the CTE-STEM industry certification exam by 5 percentage points to 5%.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

STEM activities student participation rosters. Reports from industry Certification testing results



**G8.** CTE instructor will integrate the Common Core Reading Standards for Literacy in Science and Technology Subjects into CTE content area curriculum.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- computers
- 5 projectors
- 15 netbooks

**Targeted Barriers to Achieving the Goal**

- CTE teachers require additional training of Common Core State Standards (CCSS): Reading standards for literacy in Science and Technology subjects 6-12.

**Plan to Monitor Progress Toward the Goal**

Following the FCIM using data from interim assessments, FCAT 2.0 and FAA

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessment-District Interim Assessments Summative Assessments-Results for the 2014 FCAT 2.0 Reading Results for the 2014 FAA Reading

**G9.** Bases on the 2013 baseline data for grade 7 Civics EOC 0% of student scored at a proficient level. Our goal for the 2014 Civic EOC is to increase by 5 percentage points to 5%.

**Targets Supported**

- Social Studies
- Civics EOC

**Resources Available to Support the Goal**

- Netbooks
- Projectors

**Targeted Barriers to Achieving the Goal**

- The 2013 baseline data for grade 7 Civics EOC indicate that 0% of students scored a proficient level. The area of deficiency as noted on baseline assessment was to diagram the level, function, and powers of courts at the state and federal levels. Our goal for the 2014 Grade 7 Civics EOC is to increase by 5 percentage points to 5%.

## Plan to Monitor Progress Toward the Goal

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative Assessment - District Interim Assessments Summative Assessments - Results for Civic EOC

**G10.** In monitoring the Early Warning Systems our school will increase the percent of students being promoted to the next grade level or graduating by decreasing the percentage of students who missed 10% or more of available instructional time.

### Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

- PBS Coach
- PBS Incentives
- ROK Shop

### Targeted Barriers to Achieving the Goal

- In the 2012-2013 school year 30% of 6-8th graders fail one or more courses. The goal for the 2013-2014 school year in to decrease the number of students failing one or more course by 3 percentage points to 27%. In 9th grade 27% of students failed one or more courses. The goal for the 2013-2014 school year in to decrease the number of students failing one or more course by 1 percentage points to 26%.
- In the 2012-2013 school year 23% of 9th graders failed to progress on-time to tenth grade. The goal for the 2013-2014 school year in to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 22%.
- In the 2012-2013 school year 46% of students received one or more referrals that lead to a suspension. The goal for the 2013-2014 school year in to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 22%. 51% of students received two or more behavior referrals. The goal for the 2013-2014 school year in to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 50%.

## Plan to Monitor Progress Toward the Goal

Follow FCIM

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Final Course Grade, Final Attendance Record, Behavioral Intervention Plan Graph and Final Suspension Report

**G11.** The graduation rate for 2012 - 2013 school year was 19%. Our goal for the 2013-2014 school year is to increase the graduation rate by 4 percentage points to 23%.

### Targets Supported

- EWS - Graduation

### Resources Available to Support the Goal

- CTE teachers
- Laptop Computers

### Targeted Barriers to Achieving the Goal

- Due to unique traits of student with emotional and behavioral disabilities, many of the students lack motivation and have poor self-esteem.

## Plan to Monitor Progress Toward the Goal

Follow FCIM

### Person or Persons Responsible

MTSS

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Documented improvement on Behavioral Intervention Plan

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.

**G1.B1** The results of the 2013 FCAT 2.0 Reading indicated that 47% of Blacks, 26% of Hispanic, 34% of SWD, and 32% of ED achieved proficiency. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text. Our goal is to increase student proficiency by 9 percentage point to 56% for Blacks, 28 percentage points to 54% for Hispanic, 19 percentage points to 53% for SWD, and 22 percentage points to 54% for ED.

**G1.B1.S2** Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meanings and tone, including analogies or illusions to other texts.

### Action Step 1

Students should practice using and identifying details from the passage to determine main idea, plot, and purpose.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G1.B2** The 2013 results of FCAT 2.0 Reading indicate that 8% of students scored a Level 3 .The area of deficiency as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text. Our goal for the 2014 FCAT 2.0 Reading is to increase by 29 percentage points to 37%.

**G1.B2.S2** Compare and contrast a fictional portrayal of time, place, character and a historical account of the same period as a means of understanding, how authors if fiction use or alter history.

### Action Step 1

Students should practice using and identifying details from the passage to determine main idea. plot, and purpose.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G1.B3** The 2013 results of FCAT 2.0 Reading indicate that 4% of students scored a Level 4 or above .The area of deficiency as noted on the 2013 FCAT 2.0 administration was vocabulary, Reading Application, Literacy Analysis and Informational Text. Our goal for the 2014 FCAT 2.0 Reading is to increase by 12 percentage points to 16%.

**G1.B3.S1** During the Comprehensive Literacy Block students will analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

**Action Step 1**

Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G1.B4** The 2013 results of FAA Reading indicate that 41% of students scored a Level 4-6 . The area of deficiency as noted on the 2013 FAA administration was Reading Process, and Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories. Our goal for the 2014 FAA Reading is to increase by 2 percentage points to 43%.

**G1.B4.S1** Students require multiple reads from a selection prior to responding comprehension questions.

### Action Step 1

Students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work and asesements

### Facilitator:

Angel Rodriguez, Principal

### Participants:

Teachers



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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/Tests, student work, Unique Learning Assessment

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

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

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Formative Assessments, Unique Learning, Quizzes/Test and student work.

**G1.B5** The 2013 results of FAA Reading indicate that 38% of students scored a Level 7 or above . The area of deficiency as noted on the 2012 FAA administration was content standard Literary Analysis. Students demonstrated difficulty identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction ,informational, an expository texts to demonstrate an understanding of the information presented. Our goal for the 2014 FAA Reading is to increase by 1 percentage points to 39%.

**G1.B5.S1** To improve reading comprehension reading selections should be taught a level that does not frustrated the student (High interest low readability).

**Action Step 1**

Students should be guided to read friction, nonfiction and informational text to identify the differences.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Test/Quizzes Unique Learning

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Student work Unique Learning

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Quizzes/test and Unique Learning Assessments

**G1.B6** Learning Gains: The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reading Application, Literacy Analysis and Informational Text.

**G1.B6.S1** During the Comprehensive Literacy Block students will analyze how to or more authors writing about the same topic shaper their presentations of key information by emphasizing different evidence or advancing different interpretation of facts.

### Action Step 1

Students should graphically depict comparison and contract relationships to help understand them.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/Test and interim Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G1.B7** Learning Gains for lowest 25%: The area of deficiency, as noted on the 2013 FCAT 2.0 administration was vocabulary, Reading Application, Literacy Analysis and Informational Text.

**G1.B7.S1** Language Arts class will include the use of Vocabulary word maps, word walls, personal dictionaries, instruction in different levels of content-specific words (shades of meaning), reading from a wide variety of text, and instruction in difference in meaning due to context

**Action Step 1**

Provide practice in determining meaning of general academics and domain specific words and phrases in a text relevant to topic or subject.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student work, Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G1.B8** The 2014 postsecondary goal in Reading is to increase graduating seniors by 10% as indicated by PERT.

**G1.B8.S1** Provide students opportunities to utilize problem solving strategies by implementing discovery-based learning activities.

**Action Step 1**

Student should practice using problem solving strategies to solve unknown questions.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples Quizzes/Tests

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Monthly

### Evidence of Completion

Quizzes/test Student work sample

**G2.** In the 2013 FCAT 2.0 Writing 8% of students scored 3.5 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT writing scores by 9 percentage points to 17% and FAA scores by 2 percentage points to 81%.

**G2.B1** The 2013 results of FCAT 2.0 Writing indicate that 8% of students scored a Level 3.5 or above. The area of deficiency as noted on the 2013 FCAT 2.0 administration was in Persuasive writing. Our goal for the 2014 FCAT 2.0 Writing is to increase by 9 percentage points to 17%.

**G2.B1.S1** Students will use words and phrases, and clauses to create cohesive and clarify the relationship among claims, counterclaims reasons, and evidence.

### Action Step 1

Students should practice writing a piece based on purpose and audience.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments

**G2.B1.S2** Students will introduce a topic clearly, and group related information in paragraphs and sections.

**Action Step 1**

Students should practice writing a piece based on purpose and audience.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes



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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments

**G2.B2** The 2013 results of FAA Writing indicate that 79% of students scored a Level 4-9. The area of deficiency as noted on the 2013 FAA administration was in the use of complex vocabulary to support and elaborate ideas in writing.. Our goal for the 2014 FAA Writing is to increase by 2 percentage points to 81%.

**G2.B2.S1** Students must use visual with sentences to facilitate matching them to an appropriate topic.

#### Action Step 1

Students should practice using picture cards to create sentences and paragraphs on topic.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Work Quizzes?teast

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi\_weekly

**Evidence of Completion**

Quizzes/test Unique Learning

### **Plan to Monitor Effectiveness of G2.B2.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning

**G3.** In the 2013 FCAT 2.0 Math 11% of students scored 3 or above and on the FAA 85% scored 4 or above. The goal for 2014 is to increase FCAT scores by 43 percentage points to 54% and FAA scores by 2 percentage points to 87%.

**G3.B1** The results of the 2013 FCAT 2.0 Math indicated that 40% of Blacks, 31% of Hispanic, 36% of SWD, and 36% of ED not make their AMO for 2013 FCAT 2.0 Math. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 is to increase Blacks by 18 percentage points to 58%, Hispanics by 23 percentage points to 54%, SWD by 18 percentage points to 54%, and ED by 18 percentage points to 54%.

**G3.B1.S2** Develop thematic projects to help students understand, analyze and apply similarities and or the Pythagorean theorem to solve real world problems that include heights and distances.

### **Action Step 1**

Provide students context for mathematical exploration and development of student understating in the areas of geometry and measurement through the use of manipulative and engaging opportunities to practice.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G3.B2** The 2013 results of FCAT 2.0 Math indicate that 9% of students scored a Level 3. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 FCAT 2.0 Math is to increase by 30 percentage points to 39%..

**G3.B2.S2** Infuse higher order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of geometry and measurement concepts.

### Action Step 1

Provide students context for mathematical exploration and development of student understating in the areas of geometry and measurement through the use of manipulative and engaging opportunities to practice.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing Student work Quizzes

### Evidence of Completion

Student work Quizzes

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### **Plan to Monitor Effectiveness of G3.B2.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G3.B3** The 2013 results of FCAT 2.0 Math indicate that 2% of students scored a Level 4. The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. Our goal for the 2014 FCAT 2.0 Math is to increase by 12 percentage points to 15%.

**G3.B3.S1** Provide students with enrichment opportunities to extend their learning by incorporating open-ended moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts of geometry and measurement.

### **Action Step 1**

Provide students context for mathematical exploration and development of student understating in the areas of geometry and measurement through the use of manipulative and engaging opportunities to practice.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work Quizzes/Test

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G3.B4** The 2013 results of FAA Math indicate that 47% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Our goal for the 2014 FAA Math is to increase by 1 percentage points to 48%.

**G3.B4.S1** Provide students with opportunities to learn concepts using manipulative visual number lines and assistive technology

#### Action Step 1

Students should continuously review/practice learned math concepts.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Test/Quizzes

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test Unique Learning

### **Plan to Monitor Effectiveness of G3.B4.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning



**G3.B5** The 2013 results of FAA Math indicate that 38% of students scored a Level 7 or above . The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Our goal for the 2014 FAA Math is to increase by 1 percentage points to 39%.

**G3.B5.S1** Use guided discussions to engage students in real life math problems.

**Action Step 1**

Students should have continuous review/practice of learned math concepts

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/test Student work

**Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning

### Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning

**G3.B6** FCAT/FAA Learning Gains: The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement. The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.

**G3.B6.S1** Support mathematical Fluency and problem solving skills in the areas of geometry and measurement by providing time to practice and apply learned concepts in real-life situations.

**Action Step 1**

Provide students context for mathematical exploration and development of student understanding in the areas of geometry and measurement through the use of manipulative and engaging opportunities to practice.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

### **Plan to Monitor Fidelity of Implementation of G3.B6.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### **Plan to Monitor Effectiveness of G3.B6.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G3.B7** Lowest 25%: The area of deficiency as noted on the 2013 FCAT 2.0 administration was geometry & Measurement

**G3.B7.S1** Provide students with to use visual models to determine missing dimensions when given the area of a two-dimensional figure or volume of rectangular prism.

**Action Step 1**

Provide students context for mathematical exploration and development of student understating in the areas of geometry and measurement through the use of manipulative and engaging opportunities to practice.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work

**Plan to Monitor Fidelity of Implementation of G3.B7.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G3.B8** The 2014 postsecondary goal in math is to increase graduating seniors by 10% as indicated by PERT.

**G3.B8.S1** Provide students opportunities to utilize problem solving strategies by implementing discovery-based learning activities.

**Action Step 1**

Student should practice using problem solving strategies to answer unknown questions.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tests/Quizzes

### Plan to Monitor Fidelity of Implementation of G3.B8.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

## Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Monthly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G4.** In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.

**G4.B1** The 2013 results of Algebra EOC indicate that 8% of students scored a Level 3. Students struggle with abstract concepts of algebra and their correlation to the real world. Our goal for the 2014 Algebra EOC is to increase by 7 percentage points to 15%.

**G4.B1.S1** Provide opportunities for students to symbolize represent, solve graph, interpret, and analyze linear equations, inequalities, and systems of linear equation in to variables.

### Action Step 1

Student should practice using technology tools for varying assumptions, exploring consequences, comparing perditions and demonstrating a solution to a problem.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work samples Quizzes/Tests

### Facilitator:

Dr. Angel Rodriguez

### Participants:

Teachers

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

Following the FCM model, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Bi-Weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCM model, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G4.B1.S2** Support mathematical fluency and problem solving skills in areas of equations, inequalities and systems of linear equations by providing time to practice and apply learned concepts in real life situations.

#### Action Step 1

Student should practice using technology tools for varying assumptions, exploring consequences, comparing perditions and demonstrating a solution to a problem.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments



**G4.B2** The 2013 results of Algebra EOC indicate that 0% of students scored a Level 4-5. Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze and apply concepts of linear equations, inequities, and systems of linear equations in two variables. Our goal for the 2014 Algebra EOC is to increase by 3 percentage points to 3%.

**G4.B2.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, analyze and apply concepts of linear equations, inequities, and systems of linear equations in two variables.

**Action Step 1**

Student should practice using technology tools for varying assumptions, exploring consequences, comparing perditions and demonstrating a solution to a problem.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

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

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

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

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

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G5.** In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.

**G5.B1** The 2013 results of FCAT 2.0 Grade 8 Science indicate that 10% of students scored a Level 3. The area of deficiency as noted on the 2013 FCAT 2.0 administration was physical and life science. Our goal for the 2014 FCAT 2.0 Science is to increase by 6 percentage points to 16%.

**G5.B1.S1** Increase monitoring and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding.

### Action Step 1

Students should classify substances by physical properties, differentiated physical and chemical changes distinguish between kinetic and potential energy and differentiate contact forces and acting as a distance.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G5.B1.S2** Students will classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, differentiate contact forces and forces acting at a distance.

**Action Step 1**

Students should classify substances by physical properties, differentiated physical and chemical changes distinguish between kinetic and potential energy and differentiate contact forces and acting as a distance.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G5.B2** The 2013 results of FCAT 2.0 Grade 8 Science indicate that 0% of students scored a Level 4 or above. The area of deficiency as noted on the 2013 FCAT 2.0 administration was physical and life science. Our goal for the 2014 FCAT 2.0 Science is to increase by 3 percentage points to 3%.

**G5.B2.S1** Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. Increase monitoring and support the implementation of rigorous activities that promote an increase of knowledge of physical and life science.

### **Action Step 1**

Students should practice identifying functions of the human body system, classify organisms, identify ways to genetic variation contributes to the specific theory of evolution, determine probabilities for genotype and phenotypes combinations, and distinguish relationship among organisms in the food web.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

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

MTSS/RTI

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

Bi-Weekly

#### **Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### G5.B2.S2 Student will identify how earth changes due to weathering, erosion, and plate tectonics.

**Action Step 1**

Students should classify substances by physical properties, differentiated physical and chemical changes distinguish between kinetic and potential energy and differentiate contact forces and acting as a distance.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

### Plan to Monitor Fidelity of Implementation of G5.B2.S2

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments

## Plan to Monitor Effectiveness of G5.B2.S2

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Quizzes/test and interim Assessments

**G5.B3** The 2013 results of FAA Grade 11 Science indicate that 33% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.

**G5.B3.S1** Promote the use of instructional technology (e.g. Gizmos, Discover,y PBS Learning, Unique Skills) to enhance an remediate student conceptual understanding of topics to explain concept acquisitions.

### Action Step 1

Students should science logs, lab reports and classroom discussion to explain relationship among living thing using scientific terminology.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Test/Quizzes

### Facilitator:

Dr. Angel Rodriguez

### Participants:

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning

### **Plan to Monitor Effectiveness of G5.B3.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test Unique Learning



**G5.B4** The 2013 results of FAA Grade 11 Science indicate that 67% of students scored a Level 7-9. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.

**G5.B4.S1** Provide in-classroom opportunities for students to design and develop science and engineering projects.

**Action Step 1**

Students should science logs, lab reports and classroom discussion to explain relationship among living thing using scientific terminology.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

**Plan to Monitor Fidelity of Implementation of G5.B4.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Unique Learning

## Plan to Monitor Effectiveness of G5.B4.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/test Unique Learning

**G6.** The 2013 Biology EOC results indicate that 0% of students scored a Level 3 or above. The goal for the 2014 Biology EOC is to increase scores by 10%.

**G6.B1** The 2013 results of Biology EOC indicate that 0% of students scored a Level 3. The area of deficiency as noted on the Biology EOC administration was describing relationships among organisms in their ecosystem. Our goal for the 2014 Biology EOC is to increase by 7 percentage points to 7%.

**G6.B1.S1** Provide students with opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions.

### Action Step 1

Student should practice using classifying organism into domain or kingdoms, identify scientific explanations.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work Quizzes/Test

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

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

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

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

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

#### Person or Persons Responsible

MTSS/RTI

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G6.B1.S2** Students will identify evidence that supports the scientific theory of evolution, classify organisms into domain or kingdoms, identifying scientific explanation of the origin of life, determine condition required for natural selection, and analyze patterns of inheritance.

#### Action Step 1

Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work Test/Quizzes

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

### **Plan to Monitor Effectiveness of G6.B1.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G6.B2** The 2013 results of Biology EOC indicate that 0% of students scored a Level 4 or above. The area of deficiency as noted on the Biology EOC administration was describing relationships among organism in the ecosystem. Our goal for the 2014 Biology EOC is to increase by 3 percentage points to 3%.

**G6.B2.S1** Provide students with the opportunities to present, refine and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion.

### **Action Step 1**

Student should practice using classifying organism into domain or kingdoms, identify scientific explanations.

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

Teachers

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

Ongoing

#### **Evidence of Completion**

Student Work Test/Quizzes

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

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

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

MTSS/RTI

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

Bi-weekly

#### **Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

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

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G6.B2.S2** Student will be able to relate structures and functions of organism and tissues in plants and animals.

**Action Step 1**

monitor and support the implementation of rigorous activities, higher order questioning strategies to increase student conceptual understanding.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

### Plan to Monitor Fidelity of Implementation of G6.B2.S2

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

## Plan to Monitor Effectiveness of G6.B2.S2

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G7.** Increase STEM learning opportunities from 12 in the 2013 school year to 18 for the 2014 students, using CTE curriculum.

**G7.B1** In the 2013 school year 0% of students were enrolling in one or more accelerated CTE-STEM-related courses. Few opportunities for advanced level CTE-STEM learning activities within school. The goal for 2014 is to increase enrolling in one or more accelerated CTE-STEM-related courses by 5 percentage points to 5%.

**G7.B1.S1** Offer dual enrollment or advanced placement coursed to enhance STEM instruction for CTE curriculum (Culinary Vocational Program at JRE LEE)

### Action Step 1

Student should practice using literacy and STEM related skills to solve real-world problems.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Work Quizzes/Tests

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test Formative Assessments



**G7.B2** In the 2013 school year 0% of students were taking one or more advanced placement exams for CTE-STEM-related courses. Few opportunities for advanced level CTE-STEM learning activities within school. The goal for 2014 is to increase the number of students taking one or more advanced placement exams for CTE-STEM-related courses by 5 percentage points to 5%.

**G7.B2.S1** Promote student development of certification goals and students awareness of industry certification timelines.

**Action Step 1**

Students should practice using STEM related skills when solving real-world problems during events such as Fairchild Challenge, Miami Dade County Youth Fair, etc.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/Test

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

STEM related activities participation rosters

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

STEM activities student participation rosters.

**G7.B3** In the 2013 school year 0% of students were taking CTE-STEM industry certification exams. Few opportunities for advanced level STEM learning activities within school. The goal for 2014 is to increase the number of students taking CTE-STEM industry certification exams by 5 percentage points to 5%.

**G7.B3.S1** Prepare and test students for industry certification through registered career themed courses.

**Action Step 1**

Students should use industry practice test to increase knowledge of CTE-STEM certification exam.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Quizzes/test

### Plan to Monitor Fidelity of Implementation of G7.B3.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Practice Quizzes/Test

### Plan to Monitor Effectiveness of G7.B3.S1

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Practice Quizzes/Test

**G7.B4** In the 2013 school year 0% of students passed the CTE-STEM industry certification exams. CTE-STEM teacher may not have access to instructional resources to support literacy standards instruction. The goal for 2014 is to increase the number of students passing the CTE-STEM industry certification exam by 5 percentage points to 5%.

**G7.B4.S1** Prepare and test students for industry certification through registered career themed courses.

**Action Step 1**

Promote student development of certification goals and student awareness of industry certification timelines

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Quizzes/Tests

### **Plan to Monitor Fidelity of Implementation of G7.B4.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Practice Quizzes/tests

### **Plan to Monitor Effectiveness of G7.B4.S1**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Practice Quizzes/tests

**G8.** CTE instructor will integrate the Common Core Reading Standards for Literacy in Science and Technology Subjects into CTE content area curriculum.

**G8.B1** CTE teachers require additional training of Common Core State Standards (CCSS): Reading standards for literacy in Science and Technology subjects 6-12.

**G8.B1.S1** Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards and Technical subjects.

**Action Step 1**

Student should practice using literacy and STEM related skills to solve real-world problems.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

**Facilitator:**

Dr. Angel Rodriguez

**Participants:**

Teachers

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Quizzes/test and interim Assessments Formative Assessments

**G9.** Bases on the 2013 baseline data for grade 7 Civics EOC 0% of student scored at a proficient level. Our goal for the 2014 Civic EOC is to increase by 5 percentage points to 5%.

**G9.B1** The 2013 baseline data for grade 7 Civics EOC indicate that 0% of students scored a proficient level. The area of deficiency as noted on baseline assessment was to diagram the level, function, and powers of courts at the state and federal levels. Our goal for the 2014 Grade 7 Civics EOC is to increase by 5 percentage points to 5%.

**G9.B1.S1** Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.

### Action Step 1

Students should practice reading, interpreting graphs, charts, maps, timelines, political cartoons, and other graphic representation.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Test/Quizzes

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

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

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Quizzes/test and interim Assessments Formative Assessments

**G9.B1.S2** Provide classroom activities which help students develop and understanding of the content-specific vocabulary taught in government/civics.

**Action Step 1**

Provide opportunities/intervention for students who demonstrate deficiencies in benchmarks strategies.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

### **Plan to Monitor Fidelity of Implementation of G9.B1.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments

### **Plan to Monitor Effectiveness of G9.B1.S2**

Following the FCIM, bi-weekly assessments data reports will be reviews and instruction will be adjusted as needed.

**Person or Persons Responsible**

MTSS

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Quizzes/test and interim Assessments



**G10.** In monitoring the Early Warning Systems our school will increase the percent of students being promoted to the next grade level or graduating by decreasing the percentage of students who missed 10% or more of available instructional time.

**G10.B1** In the 2012-2013 school year 30% of 6-8th graders fail one or more courses. The goal for the 2013-2014 school year is to decrease the number of students failing one or more course by 3 percentage points to 27%. In 9th grade 27% of students failed one or more courses. The goal for the 2013-2014 school year is to decrease the number of students failing one or more course by 1 percentage points to 26%.

**G10.B1.S1** Tutorial programs will be established to address students' area of need. Participation in these programs will be monitored closely.

**Action Step 1**

Students should practice/reinforce learned skills using various software programs.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

work samples

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

Follow FCIM

**Person or Persons Responsible**

MTSS/RTI

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

student work software reports

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

Follow FCIM

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

student work software reports

**G10.B2** In the 2012-2013 school year 23% of 9th graders failed to progress on-time to tenth grade. The goal for the 2013-2014 school year is to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 22%.

**G10.B2.S1** Students will be enrolled in course recovery classes.

### Action Step 1

Students should practice using study/organizational skills.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Classwork

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

Follow FCIM

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Classwork Interim Reports

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

Follow FCIM

### Person or Persons Responsible

MTSS/RTI

### Target Dates or Schedule

Bi-Weekly

### Evidence of Completion

Classwork Interim Reports

**G10.B3** In the 2012-2013 school year 46% of students received one or more referrals that lead to a suspension. The goal for the 2013-2014 school year in to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 22%. 51% of students received two or more behavior referrals. The goal for the 2013-2014 school year in to decrease the number of students failing to progress on-time to tenth grade by 1 percentage points to 50%.

**G10.B3.S1** Implement and monitor the school's Positive Behavioral Support with fidelity. Reward students for good behaviors using "Do the Right Thing" and PBS announcements.

### Action Step 1

Students will practice appropriate school behaviors by using various strategies such as role playing.

### Person or Persons Responsible

Teachers and clinicians

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Behavioral point sheets, FAB and BIP

## Plan to Monitor Fidelity of Implementation of G10.B3.S1

FCIM

### **Person or Persons Responsible**

MTSS/RTI

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Point sheets. BIP

## Plan to Monitor Effectiveness of G10.B3.S1

Follow FCIM

### **Person or Persons Responsible**

MTSS/RTI

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Point sheets, BIP

**G11.** The graduation rate for 2012 - 2013 school year was 19%. Our goal for the 2013-2014 school year is to increase the graduation rate by 4 percentage points to 23%.

**G11.B1** Due to unique traits of student with emotional and behavioral disabilities, many of the students lack motivation and have poor self-esteem.

**G11.B1.S1** Provide student with opportunities to be successful and teach appropriate coping skills when frustrated or angry.

**Action Step 1**

Students should practice coping skills when frustrated or angry.

**Person or Persons Responsible**

Teacher Clinician

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Behavioral Intervention Plan/points

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

Follow FCIM and provide coping strategies

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Behavioral Intervention Plan Student Progress Notes/Point sheets

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

Follow FCIM and counseling

### **Person or Persons Responsible**

LLT

### **Target Dates or Schedule**

Bi-weekly

### **Evidence of Completion**

Student Progress Notes Behavioral Intervention Plan

## 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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

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

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

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

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

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.



- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### 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

N/A

#### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional

development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## 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.** In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.

**G1.B4** The 2013 results of FAA Reading indicate that 41% of students scored a Level 4-6 . The area of deficiency as noted on the 2013 FAA administration was Reading Process, and Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories. Our goal for the 2014 FAA Reading is to increase by 2 percentage points to 43%.

**G1.B4.S1** Students require multiple reads from a selection prior to responding comprehension questions.

### PD Opportunity 1

Students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

#### Facilitator

Angel Rodriguez, Principal

#### Participants

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student work and asesements

**G4.** In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.

**G4.B1** The 2013 results of Algebra EOC indicate that 8% of students scored a Level 3. Students struggle with abstract concepts of algebra and their correlation to the real world. Our goal for the 2014 Algebra EOC is to increase by 7 percentage points to 15%.

**G4.B1.S1** Provide opportunities for students to symbolize represent, solve graph, interpret, and analyze linear equations, inequalities, and systems of linear equation in to variables.

### **PD Opportunity 1**

Student should practice using technology tools for varying assumptions, exploring consequences, comparing perditions and demonstrating a solution to a problem.

#### **Facilitator**

Dr. Angel Rodriguez

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student work samples Quizzes/Tests

**G5.** In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.

**G5.B3** The 2013 results of FAA Grade 11 Science indicate that 33% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.

**G5.B3.S1** Promote the use of instructional technology (e.g. Gizmos, Discover,y PBS Learning, Unique Skills) to enhance an remediate student conceptual understanding of topics to explain concept acquisitions.

### **PD Opportunity 1**

Students should science logs, lab reports and classroom discussion to explain relationship among living thing using scientific terminology.

#### **Facilitator**

Dr. Angel Rodriguez

#### **Participants**

Teachers

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

Ongoing

#### **Evidence of Completion**

Student Work Test/Quizzes

**G8.** CTE instructor will integrate the Common Core Reading Standards for Literacy in Science and Technology Subjects into CTE content area curriculum.

**G8.B1** CTE teachers require additional training of Common Core State Standards (CCSS): Reading standards for literacy in Science and Technology subjects 6-12.

**G8.B1.S1** Provide PD opportunities at school site for CTE teachers on CCSS Literacy Standards and Technical subjects.

**PD Opportunity 1**

Student should practice using literacy and STEM related skills to solve real-world problems.

**Facilitator**

Dr. Angel Rodriguez

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work Test/Quizzes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.	\$1,650
G2.	In the 2013 FCAT 2.0 Writing 8% of students scored 3.5 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT writing scores by 9 percentage points to 17% and FAA scores by 2 percentage points to 81%.	\$540
G3.	In the 2013 FCAT 2.0 Math 11% of students scored 3 or above and on the FAA 85% scored 4 or above. The goal for 2014 is to increase FCAT scores by 43 percentage points to 54% and FAA scores by 2 percentage points to 87%.	\$1,650
G4.	In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.	\$9,360
G5.	In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.	\$900
Total		\$14,100

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Total
Title 1	\$12,660	\$540	\$13,200
ESSAC	\$0	\$900	\$900
Total	\$12,660	\$1,440	\$14,100

### Budget Details

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

**G1.** In the 2013 FCAT 2.0 Reading 12% of students scored 3 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT scores by 41 percentage points to 53% and FAA scores by 3 percentage points to 82%.

**G1.B4** The 2013 results of FAA Reading indicate that 41% of students scored a Level 4-6 . The area of deficiency as noted on the 2013 FAA administration was Reading Process, and Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories. Our goal for the 2014 FAA Reading is to increase by 2 percentage points to 43%.

**G1.B4.S1** Students require multiple reads from a selection prior to responding comprehension questions.

### **Action Step 1**

Students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

#### **Resource Type**

Technology

#### **Resource**

Projectors

#### **Funding Source**

Title 1

#### **Amount Needed**

\$1,650



**G2.** In the 2013 FCAT 2.0 Writing 8% of students scored 3.5 or above and on the FAA 79% scored 4 or above. The goal for 2014 is to increase FCAT writing scores by 9 percentage points to 17% and FAA scores by 2 percentage points to 81%.

**G2.B1** The 2013 results of FCAT 2.0 Writing indicate that 8% of students scored a Level 3.5 or above. The area of deficiency as noted on the 2013 FCAT 2.0 administration was in Persuasive writing. Our goal for the 2014 FCAT 2.0 Writing is to increase by 9 percentage points to 17%.

**G2.B1.S1** Students will use words and phrases, and clauses to create cohesive and clarify the relationship among claims, counterclaims reasons, and evidence.

**Action Step 1**

Students should practice writing a piece based on purpose and audience.

**Resource Type**

Other

**Resource**

Paper

**Funding Source**

Title 1

**Amount Needed**

\$540

**G3.** In the 2013 FCAT 2.0 Math 11% of students scored 3 or above and on the FAA 85% scored 4 or above. The goal for 2014 is to increase FCAT scores by 43 percentage points to 54% and FAA scores by 2 percentage points to 87%.

**G3.B4** The 2013 results of FAA Math indicate that 47% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Our goal for the 2014 FAA Math is to increase by 1 percentage points to 48%.

**G3.B4.S1** Provide students with opportunities to learn concepts using manipulative visual number lines and assistive technology

**Action Step 1**

Students should continuously review/practice learned math concepts.

**Resource Type**

Technology

**Resource**

Projectos

**Funding Source**

Title 1

**Amount Needed**

\$1,650

**G4.** In the 2013 Algebra EOC 8% of Students scoring a 3 or above. The goal for 2014 Algebra 1 EOC will increase by 10 percentage points to 18%.

**G4.B1** The 2013 results of Algebra EOC indicate that 8% of students scored a Level 3. Students struggle with abstract concepts of algebra and their correlation to the real world. Our goal for the 2014 Algebra EOC is to increase by 7 percentage points to 15%.

**G4.B1.S1** Provide opportunities for students to symbolize represent, solve graph, interpret, and analyze linear equations, inequalities, and systems of linear equation in to variables.

**Action Step 1**

Student should practice using technology tools for varying assumptions, exploring consequences, comparing perditions and demonstrating a solution to a problem.

**Resource Type**

Technology

**Resource**

Laptops

**Funding Source**

Title 1

**Amount Needed**

\$9,360

**G5.** In the 2013 FCAT 2.0 Grade 8 Science 10% of students scored 3 or above and on the FAA Grade 11 Science 100% scored 4 or above. The goal for 2014 is to increase FCAT Grade 8 Science scores by 9 percentage points to 19% and maintain FAA Grade 11 scores.

**G5.B3** The 2013 results of FAA Grade 11 Science indicate that 33% of students scored a Level 4-6. The area of deficiency as noted on the 2013 FAA administration was describing complex biological process. Our goal for the 2014 FAA Science is to maintain.

**G5.B3.S1** Promote the use of instructional technology (e.g. Gizmos, Discover,y PBS Learning, Unique Skills) to enhance an remediate student conceptual understanding of topics to explain concept acquisitions.

### **Action Step 1**

Students should science logs, lab reports and classroom discussion to explain relationship among living thing using scientific terminology.

#### **Resource Type**

Other

#### **Resource**

Awards, certificates.

#### **Funding Source**

ESSAC

#### **Amount Needed**

\$900