



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Miami Senior High School

13110 NE 8TH AVE

North Miami, FL 33161

305-891-6590

<http://nmhs2.dadeschools.net/>

School Demographics

| | | |
|-------------------------------------|-----------------------------|---|
| School Type High School | Title I Yes | Free and Reduced Lunch Rate 89% |
| Alternative/ESE Center No | Charter School No | Minority Rate 99% |

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

North Miami Senior High School

Principal

Michael Lewis A

School Advisory Council chair

Ms. Lauren Zelniker

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

| Name | Title |
|-----------------------------|---------------------|
| Dr. April Thompson-Williams | Vice Principal |
| Mr. Daryl Branton | Assistant Principal |
| Dr. Antonietta DiGirolamo | Assistant Principal |
| Dr. Ursula Garbutt | Assistant Principal |
| Mr. Eduardo Diaz | Assistant Principal |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Michael A. Lewis PA
 April Thompson Williams A2
 Kathy Hudson UTD
 Robert Baglos T
 Maurice Soriano T
 Lauren Zelniker T
 Jeanette Woods T
 Antoine Philidor T
 Andrea Shepard AT
 Audrey Golaub T2
 Susie Easterling E
 Kendra Hall AE
 Nicole Haniff P

Majorie Williams P

Margaret Lorceus P

Eileen Bicaba P

Felix Vasquez AP

Taylor Arroyo S

Chloe Martinez AS

Michelle Barthelemy S2

Lark Keeler BCR

Norissa Glickman BCR

Keith Hall BCR

Michael McCann BCR

Ben Windle BCR

Principal -- 1, Teachers -- 7, UTD Stewart -- 1, Educational Support -- 2, Adult Education -- 1, Parents -- 5, Students -- 3, BCR -- 5

Involvement of the SAC in the development of the SIP

In order to be involved in the development of this school improvement plan, the EESAC will:

? Schedule and conduct meetings on a regular basis;

? Review all applicable student performance data;

? Determine the students' needs and prioritize them;

? Recommend strategies to improve areas of need;

? Decide how to measure results;

? Assist in the preparation and evaluation of the School Improvement Plan;

? Meet all District and State timelines; and

? Document data analysis and SIP reviews in the EESAC minutes.

The EESAC will have the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC will receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Activities of the SAC for the upcoming school year

The purpose of the North Miami Senior High School Educational Excellence School Advisory Council (EESAC),

hereinafter referred to as the "Council", is to work to ensure improved student achievement. To this end, the

Council will have the following responsibilities:

1. to foster an environment of professional collaboration among all education stakeholders, who must have an

authentic role in decisions which effect instruction and the delivery of educational programs.

2. to assist in the preparation and evaluation of the School Improvement Plan (SIP) required from each school. All recommendations made by, and evolving from, the Councils should be tied to one or more strategies of its SIP, and in support of the state/district goals.

3. to have the responsibility to address all state and district goals, with the authority to periodically review the SIP

and amend as needed.

4. to serve as the appropriate avenue for authentic and representative input from all education professionals,

parents, students, business community, and interested citizens.

5. to ensure the continued existence of participatory, consensus-building process on all issues related to the

school's instructional program and which are in support of goals in SIP and the state's or district's planning goals.

Such issues may include, but not be limited to, curriculum, budget, discipline and professional development.

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

The school improvement funds in the amount of \$12,413.00 is projected to be used in the following manner:

- School-wide Literacy Initiative -- \$2,482.60
- Positive Behavior Support Incentives -- \$1,241,30
- Academic Recognition -- \$1,241.30
- Academic Academy Recognition -- \$2,482.60
- Support of school clubs/organizations -- \$3,723.90

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

6

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Lewis A

Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

MG SOCIAL SCI, SCHOOL PRINCIPAL, ED LEADERSHIP

Performance Record

2012 – School Grade – B

Rdg. Levels 3-5, 31%

Math Levels 3-5, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C

Rdg. Levels 3-5, 26%

Math Levels 3-5, 53%

Rdg. Lrg. Gains, 42 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 74 points

2010 - School Grade – D

Rdg. Levels 3-5, 21%

Math Levels 3-5, 55%

Rdg. Lrg. Gains, 38 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 71 points

2009 - School Grade – D

Rdg. Levels 3-5, 24%

Math Levels 3-5, 56%

Rdg. Lrg. Gains, 21 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 77 points

2008 - School Grade – F

Rdg. Levels 3-5, 20%

Math Levels 3-5, 45%

Rdg. Lrg. Gains, 39 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 66 points

Daryl Branton

Asst Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

MG MATH, ED LEADERSHIP

Performance Record

2012 – School Grade – B
 Rdg. Levels 3-5, 31%
 Math Levels 3-5, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C
 Rdg. Levels 3-5, 26%
 Math Levels 3-5, 53%
 Rdg. Lrg. Gains, 42 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 74 points

2010 - School Grade – D
 Rdg. Levels 3-5, 21%
 Math Levels 3-5, 55%
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 71 points

2009 - School Grade – D
 Rdg. Levels 3-5, 24%
 Math Levels 3-5, 56%
 Rdg. Lrg. Gains, 21 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 77 points

2008 - School Grade – C
 Rdg. Levels 3-5, 43%
 Math Levels 3-5, 74%
 Rdg. Lrg. Gains, 52 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 52 points
 Math Imp. of Lowest 25% - 67 points

April Thompson-Williams

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

HISTORY, MG SOCIAL SCI, ED LEADERSHIP

Performance Record

2012 – School Grade – B

Rdg. Levels 3-5, 31%

Math Levels 3-5, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C

Rdg. Levels 3-5, 26%

Math Levels 3-5, 53%

Rdg. Lrg. Gains, 42 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 74 points

2010 - School Grade – D

Rdg. Levels 3-5, 21%

Math Levels 3-5, 55%

Rdg. Lrg. Gains, 38 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 71 points

2009 - School Grade – F

Rdg. Levels 3-5, 21%

Math Levels 3-5, 52%

Rdg. Lrg. Gains, 7 points

Math Lrg. Gains, 69 points

Rdg. Imp. of Lowest 25% - 43 points

Math Imp. of Lowest 25% - 72 points

2008 - School Grade – D

Rdg. Levels 3-5, 17%

Math Levels 3-5, 45%

Rdg. Lrg. Gains, 41 points

Math Lrg. Gains, 74 points

Rdg. Imp. of Lowest 25% - 58 points

Math Imp. of Lowest 25% - 75 points

Antonietta DiGirolamo

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

ELEM ED, ADM, READING, ESOL, ED LEADERSHIP

Performance Record

2012 – School Grade – B
 Rdg. Levels 3-5, 31%
 Math Levels 3-5, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 66 points
 2011 - School Grade – C
 Rdg. Levels 3-5, 26%
 Math Levels 3-5, 53%
 Rdg. Lrg. Gains, 42 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 74 points
 2010 - School Grade – D
 Rdg. Levels 3-5, 17%
 Math Levels 3-5, 47%
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 72 points

Ursula Garbutt

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

MATH, ED LEADERSHIP

Performance Record

2012 – School Grade – B
 Rdg. Levels 3-5, 31%
 Math Levels 3-5, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 66 points

Eduardo Diaz

| | | |
|----------------|---------------------------|----------------------------|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 1 |
|----------------|---------------------------|----------------------------|

Credentials P E K-8, TC WORK EX, ED LEADERSHIP

Performance Record

- 2012 – School Grade – B
- Rdg. Levels 3-5, 31%
- Math Levels 3-5, 38%
- Rdg. Lrg. Gains, 63 points
- Math Lrg. Gains, 50 points
- Rdg. Imp. of Lowest 25% - 77 points
- Math Imp. of Lowest 25% - 66 points

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary J. Glueck

Full-time / School-based

Years as Coach: 7

Years at Current School: 5

Areas

Reading/Literacy

Credentials

ELEM ED, ENGLISH, READING, ESOL

Performance Record

2012 – School Grade – B

Rdg. Levels 3-5, 31%

Math Levels 3-5, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C

Rdg. Levels 3-5, 26%

Math Levels 3-5, 53%

Rdg. Lrg. Gains, 42 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 74 points

2010 - School Grade – D

Rdg. Levels 3-5, 21%

Math Levels 3-5, 55%

Rdg. Lrg. Gains, 38 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 71 points

2009 - School Grade – D

Rdg. Levels 3-5, 24%

Math Levels 3-5, 56%

Rdg. Lrg. Gains, 21 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 77 points

2008 - School Grade – F

Rdg. Levels 3-5, 20%

Math Levels 3-5, 45%

Rdg. Lrg. Gains, 39 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 66 points

Tiya Rush-Lissade

Full-time / School-based

Years as Coach: 4

Years at Current School: 3

Areas

Mathematics

Credentials

MG MATH

Performance Record

2012 – School Grade – B

Rdg. Levels 3-5, 31%

Math Levels 3-5, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C

Rdg. Levels 3-5, 26%

Math Levels 3-5, 53%

Rdg. Lrg. Gains, 42 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 74 points

2010 - School Grade – D

Rdg. Levels 3-5, 21%

Math Levels 3-5, 55%

Rdg. Lrg. Gains, 38 points

Math Lrg. Gains, 70 points

Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 71 points

2009 - School Grade – D

Rdg. Levels 3-5, 24%

Math Levels 3-5, 56%

Rdg. Lrg. Gains, 21 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 77 points

Matasha Mondy

Full-time / School-based

Years as Coach: 3

Years at Current School: 2

Areas

Reading/Literacy

Credentials

ELEM ED

Performance Record

2012 – School Grade – B

Rdg. Levels 3-5, 31%

Math Levels 3-5, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 50 points

Rdg. Imp. of Lowest 25% - 77 points

Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C

Rdg. Levels 3-5, 26%

Math Levels 3-5, 53%

Rdg. Lrg. Gains, 42 points

Math Lrg. Gains, 71 points

Rdg. Imp. of Lowest 25% - 54 points

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2010 - School Grade – D

Rdg. Levels 3-5, 21%

Math Levels 3-5, 55%

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Math Lrg. Gains, 70 points

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Math Levels 3-5, 56%

Rdg. Lrg. Gains, 21 points

Math Lrg. Gains, 73 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 77 points

2008 - School Grade – F

Rdg. Levels 3-5, 20%

Math Levels 3-5, 45%

Rdg. Lrg. Gains, 39 points

Math Lrg. Gains, 62 points

Rdg. Imp. of Lowest 25% - 47 points

Math Imp. of Lowest 25% - 66 points

Krystyna Malewski

| | | |
|--------------------------|-------------------|----------------------------|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 2 |
|--------------------------|-------------------|----------------------------|

Areas Science

Credentials ELEM ED

Performance Record

2012 – School Grade – B
 Rdg. Levels 3-5, 31%
 Math Levels 3-5, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C
 Rdg. Levels 3-5, 26%
 Math Levels 3-5, 53%
 Rdg. Lrg. Gains, 42 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 74 points

Shelly Winter

Full-time / School-based Years as Coach: 0 Years at Current School: 8

Areas Other

Credentials ELEM ED, ENGLISH, ED LEADERSHIP

Performance Record

2012 – School Grade – B
 Rdg. Levels 3-5, 31%
 Math Levels 3-5, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 50 points
 Rdg. Imp. of Lowest 25% - 77 points
 Math Imp. of Lowest 25% - 66 points

2011 - School Grade – C
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 Math Imp. of Lowest 25% - 77 points

2008 - School Grade – F
 Rdg. Levels 3-5, 20%
 Math Levels 3-5, 45%
 Rdg. Lrg. Gains, 39 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% - 47 points
 Math Imp. of Lowest 25% - 66 points

Classroom Teachers

of classroom teachers

148

receiving effective rating or higher

0%

Highly Qualified Teachers

55%

certified in-field

, 0%

ESOL endorsed

35, 24%

reading endorsed

23, 16%

with advanced degrees

62, 42%

National Board Certified

1, 1%

first-year teachers

5, 3%

with 1-5 years of experience

27, 18%

with 6-14 years of experience

73, 49%

with 15 or more years of experience

43, 29%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

, 0%

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

Content level common planning is built into the master schedule in order to provide teachers with the opportunity to develop effective instructional strategies, evaluate student work, share best practices and engage in lesson studies.

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

Mentees are paired with veteran teachers who's students have shown improvement in reading, math and/or science as evidenced in achieving learning gains and/or by scoring at high performance levels

on the FCAT and/or EOCs.

The mentor and mentee will meet at least twice per week in common planning to discuss evidence-based strategies for identified reporting categories. The mentor will be given release time to observe the mentee and to provide support in the form of feedback, coaching and planning sessions.

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

NMSHS's RTI Leadership Team focuses their efforts on the development and maintenance of a problem solving system to bring out the best in every member of NMSHS's learning community. NMSHS's RTI Leadership Team meets bi-monthly to engage in the following activities: (1) review universal screening data

and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for

not meeting benchmarks. Based on their analyses NMSHS's, RTI Leadership Team identifies professional

development and resources and deploys them in order to address all areas of need. The RTI Leadership Team also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the processes of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal: Provides a common vision for the use of data based decision-making, ensures school-based team

is implementing RTI, assesses RTI skills of school staff, ensures implementation of intervention support and

documentation ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Vice-Principal: Directs the execution of the Principal's vision for the use of data based decision-making, ensures school-based team is implementing RTI, assesses RTI skills of school staff, ensures implementation

of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

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

Select Students with Disabilities (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Teachers of English Language Learners (ELL) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education

teachers through such activities as co-teaching.

Instructional Coaches in the Areas of Mathematics, Reading, Science, and Writing: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of

student

need while working with District personnel to identify appropriate, evidence-based intervention strategies;

assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of

intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis,

intervention planning, and program evaluation; facilitates data based decision-making activities.

Technology Specialist: Develops or brokers technology solutions necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and

instruction, as a basis for appropriate program design; assists in the selection of screening measures; and

helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to

assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The RTI Leadership Team met with NMSHS's Educational Excellence School Advisory Council (EESAC),

principal, and vice-principal in order to develop the 2013-14 School Improvement Plan. The team provided

data on: Tier 1, 2, and 3 targets; academic and social/emotional areas in need of amelioration; helped set

clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic

approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test

(FCAT), Baseline Assessments, Comprehensive English Language Assessment (CELLA) results, Florida Oral

Reading Fluency Exam (FORF), Florida Assessments for Instruction in Reading (FAIR), Jamestown Navigator

NWEA assessment, Measurement Incorporated Writing Data, Reading Plus Placement Test Data, and Achieve

3000/Teen Biz Placement Assessment Report.

Progress Monitoring: PMRN, Interim Assessments, Florida Oral Reading Fluency Exam (FORF), Florida Assessments for Instruction in Reading (FAIR), Jamestown Navigator Program TREK Assessments, Hampton

Brown Edge Program Assessments, School wide Writing Prompts, Reading Plus Program Reports, Achieve

3000/Teen Biz Data Reports, and Monthly Benchmark Weekly Assessments.

Midyear: District Interim Assessments, Florida Oral Reading Fluency Exam (FORF), Measurement Incorporated Mid-Year Writing Assessment, and Florida Assessments for Instruction in Reading (FAIR)—AP2.

End of year: Florida Alternative Assessment, Winter Interim Assessments, Comprehensive English Language

Assessment (CELLA), FCAT, Florida Assessments for Instruction in Reading (FAIR), and District Writing Post-Test.

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

Professional development will be provided during teacher planning time and small sessions will also occur

throughout the 2013-14 academic year; similar training sessions will occur during planning days, and professional development days. Two PD sessions entitled “RTI: Problem Solving Model: Building Consensus

Implementing and Sustaining Problem-Solving/RTI” and “RTI: Challenges to Implementation data-based decision-making, and Supporting and Evaluating Interventions” will take place during the 2013-14 academic

year. Also, teachers will have an opportunity to participate in professional development opportunities advertised by the district and partnering postsecondary education institutions.

The MTSS will be supported by the Principal and the Administrative team. Administrators will participate in

meetings in order to facilitate the process of analyzing data and evaluation of teacher performance.

Instructional Coaches who are proficient in the use of data management systems will support MTSS by providing necessary resources by respective departments.

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

Data from FAIR is analyzed to group students based on reading fluency. Vocabulary and comprehension. Instructional materials are selected based on ETO Intervention plan to provide instruction to small groups of students. After school sessions are 60 minutes each. Additional Sessions are provided for ESOL students with specialized strategies. Saturday school will be offered in collaboration with adult education. City Year provided afterschool tutoring M-F to support all students in homework completion. The reading Scene from FIU is available every Monday night to provide additional support in reading.

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?

FAIR data is analyzed to group students based on reading fluency. vocabulary and comprehension.

Who is responsible for monitoring implementation of this strategy?

Administrator, Interventionist

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

| Name | Title |
|--------------------------|-----------------------------|
| Michael A. Lewis | Principal |
| April Thompson-Williams | Vice Principal |
| Daryl Branton | Assistant Principal |
| Antonietta M. DiGirolamo | Assistant Principal |
| Ursula Garbutt | Assistant Principal |
| Eduardo Diaz | Assistant Principal |
| Lauren Zelniker | EESAC Chairperson |
| Brenda P. Lewis | General Education Teacher |
| Cinnamon Gadson | SPED Department Chairperson |
| Mary K. Glueck | Reading Coach |
| Matasha Mondy | Reading Coach |
| Shelly Winter | ELL Coach |
| Tiya Rush-Lissade | Math Coach |
| Kim Coomansingh-Coard | Test Chairperson |
| Krystyna Malewski | Science Coach |
| Joseph Laforest | School Psychologist |

| Name | Title |
|---------------|-------------------|
| Sasha Douglas | City Year Manager |

How the school-based LLT functions

NMSHS's LLT Leadership Team focuses their efforts on the development and maintenance of a problem solving system to bring out the best in every member of NMSHS's learning community. NMSHS's LLT Leadership Team meets once a month to engage in the following activities: (1) review of universal screening data and link to instructional decisions, and (2) review progress monitoring data at all grade levels and classrooms to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on their analyses NMSHS's, LLT Leadership Team identifies professional development and resources and deploys them in order to address all areas of need. The LLT Leadership Team also collaborates on a regular basis, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the processes of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

LITERACY STRATEGIES: Fifty percent or more of the teachers at NMSHS will model and use grade level appropriate Literacy Strategies in daily instruction. Literacy strategies will be embedded in teacher's instruction as a means to enhance students reading, writing, speaking and listening skills. Focusing on literacy will reinforce its importance and will drive the school-wide commitment to student improvement in these critical college-ready skills. Additionally, the LLT will focus on the "Word of the Week" initiative supported by City Year and on increasing library circulation through the implementation of Accelerated Reader program including incentive for the number of books read. Furthermore, students will be provided Positive Behavior Support (PBS) points for "Get caught reading" initiative.

Every Teacher Contributes to Reading Instruction

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

All teachers at NMSHS will emphasize the relationships among vocabulary, word structures, origins, and meanings when teaching content in all academic courses. Students will read texts and comprehend what they are reading in all core and non-core academic subject areas. All teachers at NMSHS will use reading strategies to improve their students' reading comprehension. All teachers will help their students further develop the knowledge and reading skills necessary to identify the main idea and author's purpose of a passage, comparing/contrasting between ideas and concepts, identifying causes and their related effects, predicting outcomes, summarizing, questioning, and visualizing ideas and concepts from texts. All teachers at NMSHS will give students frequent opportunities to write about what they are reading. All teachers at NMSHS will emphasize the relationships among vocabulary, word structures, origins, and meanings when teaching content in all academic courses. Students will read texts and comprehend what they are reading in all core and non-core academic subject areas. All teachers at NMSHS will use active reading strategies and pre, during, and post-reading strategies to improve their students' reading comprehension. All teachers will

help their students further develop the knowledge and reading skills necessary to identify the main idea and author's purpose of a passage, comparing/contrasting between ideas and concepts, identifying causes and their related effects, predicting outcomes, summarizing, questioning, and visualizing ideas and concepts from texts. All teachers at NMSHS will give students frequent opportunities to write about what they are reading. Students will be provided many opportunities to read fiction and nonfiction independently and with their peers. The Reading Coaches will review the FCAT "Item Specifications", as well as Common Core publications from the Florida Department of Education (FLDOE) to develop the teachers' pedagogical expertise in the area of reading as it relates to the FCAT. Instructional Focus Calendars (IFCs) will also be used in social studies and non-core content areas that will be aligned with all reading foci delineated in our school wide reading benchmark department adoption plan.

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

NMSHS offers students elective courses supportive of our academy conversion effort in the areas of engineering, business, museum studies, health science, international studies, and the humanities. Many of these courses of study will focus on job skills and offer students internships and other culminating activities.

A daily focus of the school is for teachers to ensure instruction remains relevant with real world exercises built into all curriculum areas. Teachers are also provided reading materials, writing prompts, and "bell ringer" activities based on current events in order to further increase class rigor and relevance and to increase student awareness of global issues while increasing literacy.

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

Every year, after the administration of standardized assessments, students and parents participate in an academy fair. Our annual academy fair exposes all members of our learning community to next year's curricular offerings. The aim is to inform all students' of the school's academies and course offerings so all students can make a free and informed choice of the academy they wish to participate in for the forthcoming academic year. Prior to the academy fair, lead teachers engage in an academy promotion effort and marketing blitz. NMSHS's academy marketing campaign aims to engage the community at large about the school's curricular offerings. After the course selection fair, students meet one-on-one with their counselors and academy Lead Teachers to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parental signatures. The major area of interest through the selection of an academy curriculum is entered in the ePersonal Education Planner (ePEP) on the FLDOE web site. A student can track their progression to accomplishing the selected course of study through the ePEP.

Strategies for improving student readiness for the public postsecondary level

Through the assistance of NMSHS's administrative team and the student services department, teachers implement lessons, and instructional methodologies that focus on improving the personal effectiveness, planning for life after high school, surviving after high school and succeeding in post-secondary academic institutions. In order to disseminate this information, the District designed the Tools for Success curriculum.

This postsecondary transition program consists of lesson plans and activities developed to address issues and competencies influencing student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness that support student success. Furthermore, all eleventh grade students are enrolled in a Critical Thinking class with focused instruction in PERT/ACT preparation and the College Summit curriculum. Similarly, twelfth grade students are enrolled in Critical Thinking with focused instruction in SAT preparation and the College Summit curriculum. Postsecondary transitional planning occurs at NMSHS primarily through consultation with our students' guidance counselors. Several parent information nights are held throughout the academic year in order to educate parents about post-secondary options, as well. Exceptional students in pursuit of a special diploma take a career preparation course during which various post-secondary options are explored. A transition specialist and counselor from Vocational Rehabilitation address the needs of all graduating disabled students. ASVAB and PERT testing will be conducted; college site visits, job shadowing and other academic and career planning activities take place across the school in order to support our Postsecondary transition plan. The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for postsecondary educational options.

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 | 43% | | No | 48% |
| American Indian | | | | |
| Asian | 67% | | No | 70% |
| Black/African American | 41% | | No | 47% |
| Hispanic | 52% | | No | 57% |
| White | 65% | | No | 69% |
| English language learners | 22% | | No | 30% |
| Students with disabilities | 33% | | No | 40% |
| Economically disadvantaged | 42% | | No | 48% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 233 | 19% | 29% |
| Students scoring at or above Achievement Level 4 | 183 | 15% | 19% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | 11 | 26% | 30% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 23% |

Learning Gains

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

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) | 326 | 55% | 60% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 161 | 27% | 34% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 174 | 29% | 36% |

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 | 412 | 66% | 69% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 79 | 15% | 16% |

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 | 33% | | No | 39% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 31% | | No | 38% |
| Hispanic | 34% | | No | 41% |
| White | | | | |
| English language learners | 36% | | No | 42% |
| Students with disabilities | 36% | | No | 42% |
| Economically disadvantaged | 33% | | No | 39% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | 10 | 24% | 28% |
| Students scoring at or above Level 7 | 11 | 27% | 28% |

Learning Gains

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

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 212 | 40% | 43% |
| Students scoring at or above Achievement Level 4 | 79 | 15% | 16% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 186 | 30% | 33% |
| Students scoring at or above Achievement Level 4 | 156 | 25% | 26% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 1% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 81% |

Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 229 | 36% | 39% |
| Students scoring at or above Achievement Level 4 | 149 | 23% | 25% |

Area 8: Early Warning Systems

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 306 | 10% | 11% |
| Students in ninth grade with one or more absences within the first 20 days | 153 | 22% | 21% |
| Students in ninth grade who fail two or more courses in any subject | 130 | 19% | 18% |
| Students with grade point average less than 2.0 | 523 | 21% | 20% |
| Students who fail to progress on-time to tenth grade | 4 | 1% | 1% |
| Students who receive two or more behavior referrals | 228 | 9% | 8% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 319 | 12% | 11% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 67 | 3% | 1% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 387 | 73% | 75% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 118 | 66% | 68% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 467 | 61% | 63% |

Area 9: Parent Involvement

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

Parental involvement targets for the school

During the 2012-2013 school year, parent participation in schoolwide activities was 15%. Our goal for the 2013- 2014 school year is to increase parent participation by 10% from 15% to 25%.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| To increase parent membership and participation in the PTSA. | 0 | 0% | 10% |

Goals Summary

- G1.** Our goal for the 2013-2014 school year is to increase the number of level four and five students who are proficient on the FCAT Reading 2.0 by four percent from 15%(183) to 19%(191).
- G2.** Our goal for the 2013-2014 school year is to increase the number of students that obtain a MEAN Scale Score on the 2013-2014 U.S. History EOC from 46%(222) to 51%(246).
- G3.** Our goal for the 2013-14 school year is to increase the number of level three students who are proficient on the FCAT Reading 2.0 by four percentage points from 15%(183) to 19% (250).
- G4.** Our goal for the 2013-2014 school year is to increase the number of students who are proficient on the 2014 CELLA exam in Listening/Speaking, Reading and Writing.
- G5.** Our goal for the 2013-2014 school year is to increase the number of students scoring a level of Achieved (4,5,6) on the FAA Reading Test by five percent points from 38%(9) to 43%(13).
- G6.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427).
- G7.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Biology EOC from 59%(378) to 64%(410).
- G8.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Algebra I EOC by four percentage points from 55%(291) to 59% (273).
- G9.** Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Geometry EOC by four percentage points from 55%(344) to 59%(422).
- G10.** Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points form 77% to 81%.
- G11.** Our goal for the 2013-2014 school year is to provide more opportunities that encourages students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.
- G12.** Our goal for the 2013-2014 school year is to increase the passing rate of students on the Industry Certification Exam by 5% from 522 to 548.

Goals Detail

G1. Our goal for the 2013-2014 school year is to increase the number of level four and five students who are proficient on the FCAT Reading 2.0 by four percent from 15%(183) to 19%(191).

Targets Supported

Resources Available to Support the Goal

- 2013-2014 FCAT Reading 2.0 test

Targeted Barriers to Achieving the Goal

- There is limited evidence of effectively incorporating the speaking and listening components of the Common Core State Standards.
- There is limited evidence of students producing high quality college writing in advanced English Language Arts classes, such as: Honors, AP, IB courses.

Plan to Monitor Progress Toward the Goal

Students performance on the 2013-2014 FCAT 2.0 Reading test.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff

Target Dates or Schedule:

May 30, 2013 - Ongoing

Evidence of Completion:

There will be an increased number of grades 9 and 10 achieving a level four or five proficiency rating on the 2013-2014 FCAT 2.0 Reading test.

G2. Our goal for the 2013-2014 school year is to increase the number of students that obtain a MEAN Scale Score on the 2013-2014 U.S. History EOC from 46%(222) to 51%(246).

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- 2013-2014 U.S. History EOC

Targeted Barriers to Achieving the Goal

- Limited evidence that student deficiencies are supported and that explicit corrective feedback gives opportunities for student growth. Students need to be responsible for reading and writing to support school-wide reading and writing initiatives.
- Professional development is needed to provide support for teachers in the areas of rigor and alignment of purposeful instruction to daily doable objectives and student final product. Provision is needed for the observation of model teachers in these areas.
- There is a need to conduct Lesson Study cycles that focus on Essential Questions, rigor, higher order questions, use of primary/secondary sources, authentic writing with use of writing rubrics, and student accountable talk-engagement.
- 215 students scored in the 1st Third (Scale Scores 20-45) 168 students scored in the 2nd Third (Scale Scores 46-54) 99 students scored in the 3rd Third (Scale Scores 55-80) Overall, our Average Scale Score was 46 which puts us in the 2nd Third

Plan to Monitor Progress Toward the Goal

2013-2014 U.S. History EOC

Person or Persons Responsible

Administration Reading Coach ETO Support Staff

Target Dates or Schedule:

August 2013-April 2014

Evidence of Completion:

There will be an increased number of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC.

G3. Our goal for the 2013-14 school year is to increase the number of level three students who are proficient on the FCAT Reading 2.0 by four percentage points from 15%(183) to 19% (250).

Targets Supported

Resources Available to Support the Goal

- 2013-2014 FCAT Reading 2.0

Targeted Barriers to Achieving the Goal

- There is limited evidence of rigorous writing tasks which require students to cite textual evidence.

Plan to Monitor Progress Toward the Goal

Students performance on the 2013-2014 FCAT Reading 2.0 test.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule:

May 30, 2013 - Ongoing

Evidence of Completion:

There will be an increased number of grades 9 and 10 achieving a level three proficiency rating on the 2013-2014 FCAT Reading 2.0 test.

G4. Our goal for the 2013-2014 school year is to increase the number of students who are proficient on the 2014 CELLA exam in Listening/Speaking, Reading and Writing.

Targets Supported

Resources Available to Support the Goal

- 2014 CELLA exam

Targeted Barriers to Achieving the Goal

- There is limited evidence of explicit corrective feedback in student work folders and on student work.
- There is partial evidence of effective use of rigor in the classroom to include increased student writing/student products, high level of questioning and aligned extension activities.
- There is limited evidence of opportunities for Oral Language Development for the various levels of Developmental students

Plan to Monitor Progress Toward the Goal

Rubrics and Explicit Corrective Feedback

Person or Persons Responsible

Dr. A. DiGirolamo, Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student performance in writing

G5. Our goal for the 2013-2014 school year is to increase the number of students scoring a level of Achieved (4,5,6) on the FAA Reading Test by five percent points from 38%(9) to 43%(13).

Targets Supported

Resources Available to Support the Goal

- 2013-2014 FAA Reading Test

Targeted Barriers to Achieving the Goal

- There is limited evidence that students are proficient in decoding and encoding which impedes their fluency and comprehension.

Plan to Monitor Progress Toward the Goal

Students performance on the 2013-2014 FAA Reading 2.0 test

Person or Persons Responsible

A. DiGirolamo, Assistant Principal Marie Francois, Department Chair

Target Dates or Schedule:

Monthly

Evidence of Completion:

There will be an increased number of students achieving a level (4,5,6) on the 2013-2014 FAA Reading Test.

G6. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427).

Targets Supported

- Writing

Resources Available to Support the Goal

- 2013-2014 FCAT Writing Assessment, Teaching Essentials, Interim Assessments (BBA, Fall, Winter)

Targeted Barriers to Achieving the Goal

- There is limited evidence that students have mastered basic writing conventions
- There is limited evidence of students including ample development of support and elaboration in their writing samples.

Plan to Monitor Progress Toward the Goal

Students' performance on the 2013-2014 FCAT Writing test.

Person or Persons Responsible

Administration All academic coaches ETO Support Staff

Target Dates or Schedule:

May 30, 2013 - Ongoing

Evidence of Completion:

There will be an increased number of students achieving a level three or higher on the 2013-2014 FCAT Writing test.

G7. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Biology EOC from 59%(378) to 64%(410).

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- 2013-2014 Biology EOC

Targeted Barriers to Achieving the Goal

- Limited use of High Order Questions and Accountability Talk in the Research 3 classes during activities.

Plan to Monitor Progress Toward the Goal

2013-2014 Biology EOC

Person or Persons Responsible

Administrator Science Coach ETO Support Staff

Target Dates or Schedule:

August 2013 to June 2014

Evidence of Completion:

There will be an increased number of students achieving a level three or higher proficiency rating on the 2013-2014 Biology EOC.

G8. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Algebra I EOC by four percentage points from 55%(291) to 59% (273).

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- 2013-2014 Algebra I EOC

Targeted Barriers to Achieving the Goal

- Evidence of student accountability talk through the “We Do” component of the Gradual Release Model is limited.

Plan to Monitor Progress Toward the Goal

Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of critical thinking and problem-solving instruction in each classroom. Instructional coach and assistant principal will monitor and support lesson plan development to include problem solving strategies and structures that allow the students to gain independence in solving future problems and tasks through Common Planning.

Person or Persons Responsible

Mr. Lewis, Principal, Dr. Garbutt, Assistant Principal, Ms. Rush-Lissade, Math Coach, Math Teachers and Ms. Madison, ETO HS Math Instructional Supervisor

Target Dates or Schedule:

10/28/2013 and Ongoing

Evidence of Completion:

Leadership meeting debriefs for next steps Development of next steps (for teachers in need of additional support) Walkthrough documentation with administrative feedback and reflection on coaching logs Effective mathematics instruction with critical thinking and problem –solving instruction Sample student work will reflect the use of problem solving and critical thinking strategies.

G9. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Geometry EOC by four percentage points from 55%(344) to 59%(422).

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- 2013-2014 Geometry EOC

Targeted Barriers to Achieving the Goal

- The evidence of a deeper level of understanding to the students during the instruction of the unit content is limited.

Plan to Monitor Progress Toward the Goal

Math coach and teachers will create effective lesson plans and clearly identifies roles/responsibilities of all instructional personnel.

Person or Persons Responsible

Ms. Rush-Lissade, Math coach and math teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

- Detailed lesson plans with essential questions and benchmarks - Students data and work with benchmarks - Effective class instruction and alignment between classes

G10. Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points from 77% to 81%.

Targets Supported

Resources Available to Support the Goal

- 2013-2014 FCAT Reading 2.0

Targeted Barriers to Achieving the Goal

- There is varied evidence of effective use of data driven differentiated instruction.

Plan to Monitor Progress Toward the Goal

Students performance on the 2013-2014 FCAT Reading 2.0 test.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule:

May 30, 2013 - Ongoing

Evidence of Completion:

There will be an increased number of grades 9 and 10 making learning gains on the 2013-2014 FCAT Reading 2.0 test.

G11. Our goal for the 2013-2014 school year is to provide more opportunities that encourages students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Internship application

Targeted Barriers to Achieving the Goal

- Lack of CTE and STEM curriculum integration.

Plan to Monitor Progress Toward the Goal

Partnerships with local universities, government and industry agents

Person or Persons Responsible

Administrator Academy Lead Teachers CTE Teachers

Target Dates or Schedule:

August 19, 2013 - Ongoing

Evidence of Completion:

There will be increased opportunities for students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.

G12. Our goal for the 2013-2014 school year is to increase the passing rate of students on the Industry Certification Exam by 5% from 522 to 548.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE Industry Certification exams

Targeted Barriers to Achieving the Goal

- The system for tracking and maintaining students in courses to become completers was not clearly defined.

Plan to Monitor Progress Toward the Goal

CTE Industry Certification Exam

Person or Persons Responsible

Administrator CTE Lead Teacher CTE Teachers

Target Dates or Schedule:

August 19, 2013 - Ongoing

Evidence of Completion:

There will be an increased number of students passing the Industry Certification Exam

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2013-2014 school year is to increase the number of level four and five students who are proficient on the FCAT Reading 2.0 by four percent from 15%(183) to 19%(191).

G1.B1 There is limited evidence of effectively incorporating the speaking and listening components of the Common Core State Standards.

G1.B1.S1 Conduct professional developments on the speaking and listening components of the Common Core State Standards

Action Step 1

Professional developments on the speaking and listening components of the Common Core State Standards will be conducted.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms.Mondy ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

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

Students are able to effectively incorporate the speaking and listening components of the Common Core State Standards.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S1

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S2 Create lesson plans during common planning that address the speaking and listening components of the Common Core State Standards.

Action Step 1

Lesson plans will be created during common planning that address the speaking and listening components of the Common Core State Standards.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Common planning sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff NMSHS Teachers

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

Teachers are able to effectively create lesson plans during common planning that incorporate the speaking and listening components of the Common Core State Standards.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Walk-through documentation Administrative feedback and reflection on the effective creation of lesson plans during common planning that incorporate the speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S2

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S3 Foster more opportunities for project-based learning and oral/group presentations.

Action Step 1

More opportunities for project-based learning and oral/group presentations will be fostered.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons NMSHS Teachers ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Teachers are able to foster more opportunities for project-based learning and oral/group presentations.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S3

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S4 Provide opportunities to incorporate Discovery Learning, Khan Academy, and TED Talks into lessons.

Action Step 1

Opportunities will be provided to incorporate Discovery Learning, Khan Academy, and TED Talks into lessons.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff NMSHS Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Teachers will effectively incorporate Discovery Learning, Khan Academy, and TED Talks into lessons.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S4

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S5 Embed utilization of Promethean boards, audio-books, and digital texts into lessons.

Action Step 1

Promethean boards, audio-books, and digital texts will be embedded into lessons.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
Department Chairpersons ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Teachers are able to embed utilization of Promethean boards, audio-books, and digital texts into lessons.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S5

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S6 Increase opportunities for utilization of listening centers in reading classes.

Action Step 1

Opportunities for utilization of listening centers in reading classes will be Increased.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms.Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Teachers are able to increase opportunities for utilization of listening centers in reading classes.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S6

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B1.S7 Provide active coaching on effectively incorporating the speaking and listening components of Common Core.

Action Step 1

Active coaching on effectively incorporating the speaking and listening components of Common Core will be provided.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms.Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Teachers are able to effectively incorporate the speaking and listening components of Common Core provided by active coaching.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B1.S7

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B2 There is limited evidence of students producing high quality college writing in advanced English Language Arts classes, such as: Honors, AP, IB courses.

G1.B2.S1 Conduct professional developments on college-level writing.

Action Step 1

Professional developments on college-level writing

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Reading Coaches ETO Support Staff

Participants:

Administration Reading Coaches ETO Support Staff

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

Students are able to effectively produce high quality college-level writing into finished product.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on students producing high quality college writing in advanced English Language Arts classes, such as: Honors, AP, IB courses.
ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B2.S1

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G1.B2.S2 Explore the possibility of partnering with neighboring colleges/universities to develop writing camps, labs, workshops and seminars.

Action Step 1

The possibility of partnering with neighboring colleges/universities to develop writing camps, labs, workshops and seminars will be explored.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms.Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Communication log

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

Teachers are able to explore the possibilities of partnering with neighboring colleges/universities to develop writing camps, labs, workshops and seminars.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Communication log

Plan to Monitor Effectiveness of G1.B2.S2

Monitor communication with neighboring colleges/universities.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Communication log

G1.B2.S3 Provide active coaching on college-level writing in the advanced English Language Arts classes.

Action Step 1

Active coaching on college-level writing in the advanced English Language Arts classes will be provided.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms.Mondy
ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Teachers are able to effectively incorporate college-level writing in the advanced English Language Arts classes provided by active coaching.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on students producing high quality college writing in advanced English Language Arts classes, such as: Honors, AP, IB courses.
ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G1.B2.S3

The percentage of students scoring a level four and five on the FCAT Reading 2.0 will increase by four percent from 15%(183) to 19%(191).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr.Diaz Mrs. Glueck, Ms. Mondy
ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs FCAT Reading 2.0 Results

G2. Our goal for the 2013-2014 school year is to increase the number of students that obtain a MEAN Scale Score on the 2013-2014 U.S. History EOC from 46%(222) to 51%(246).

G2.B1 Limited evidence that student deficiencies are supported and that explicit corrective feedback gives opportunities for student growth. Students need to be responsible for reading and writing to support school-wide reading and writing initiatives.

G2.B1.S1 Monitor the proper use of work folders to ensure student deficiencies are supported, work is rigorous, and pushes students to produce on grade level work with explicit corrective feedback to increase opportunities for growth.

Action Step 1

Student folders will be monitored to ensure that student deficiencies are supported, work is rigorous, and pushes students to produce on grade level work with explicit corrective feedback to increase opportunities for growth.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

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

Student work folders will be monitored to ensure student deficiencies are supported, work is rigorous, and pushes students to produce on grade level work with explicit corrective feedback to increase opportunities for growth.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr. Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B1.S2 Provide professional development to support authentic writing, proper use of the writing process (to include teacher/peer feedback and student opportunity for correction) and strategic use of rubrics by teachers and students.

Action Step 1

Professional developments will be provided to support authentic writing, proper use of the writing process (to include teacher/peer feedback and student opportunity for correction) and strategic use of rubrics by teachers and students.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy Department Chairperson
NMSHS Teachers ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS
Teachers

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

Teachers will effectively incorporate authentic writing, the proper use of the writing process (to include teacher/peer feedback and student opportunity for correction) and strategic use of rubrics.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS
Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B1.S2

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B1.S3 Creation of an explicit writing activity that is included during Common Planning as a part of the final Common Planning end product.

Action Step 1

An explicit writing activity will be created during Common Planning as a part of the final Common Planning end product.

Person or Persons Responsible

Ms. Mondy Department Chairperson NMSHS U.S. History Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Teachers will effectively create an explicit writing activity during Common Planning as a part of the final Common Planning end product.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S3

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B1.S4 Writing must include use of a rubric. It is recommended that the school utilize the writing model supported by the FLDOE/SS for Common Core – Literacy Design Collaborative.

Action Step 1

Writing Rubrics will be used. The school will utilize the writing model supported by the FLDOE/SS for Common Core – Literacy Design Collaborative.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Student writing will be monitored to ensure that the school is utilizing the writing model supported by the FLDOE/SS for Common Core – Literacy Design Collaborative.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Ms. Mondy ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B1.S4

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B1.S5 Create an opportunity for Social Studies teachers to plan cross curricular, with Language Arts department to support school-wide content area writing.

Action Step 1

Social Studies teachers will plan cross curricular, with Language Arts department to support school-wide content area writing.

Person or Persons Responsible

Mr.Diaz Ms. Mondy Department Chairperson ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S5

Social Studies teachers will plan cross curricular, with Language Arts department to support school-wide content area writing.

Person or Persons Responsible

Mr. Diaz Ms. Mondy, Ms. Glueck Department Chairperson NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S5

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B1.S6 Provide active coaching that will support writing in Social Studies through use of interactive notebooks/journals.

Action Step 1

Active coaching will be provided to support writing in Social Studies through use of interactive notebooks/journals.

Person or Persons Responsible

Ms. Mondy, Ms. Glueck Department Chairperson NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Coach Reflections Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S6

Social Studies Teachers will support writing through use of interactive notebooks/journals.

Person or Persons Responsible

Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B1.S6

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B2 Professional development is needed to provide support for teachers in the areas of rigor and alignment of purposeful instruction to daily doable objectives and student final product. Provision is needed for the observation of model teachers in these areas.

G2.B2.S1 Continue to provide support from Curriculum Support Specialist and Reading Coaches. Provide additional professional development on alignment of purposeful instruction to the objective and student outcomes. Provide opportunities for the observation of model teachers.

Action Step 1

Professional development will be provided on the alignment of purposeful instruction to the objective and student outcomes. Provide opportunities for the observation of model teachers.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy Department Chairperson
NMSHS Teachers ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS
Teachers

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

Teachers will effectively incorporate the alignment of purposeful instruction to the objective and student outcomes.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS
Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection on implementation of the strategy to increase the effective use of speaking and listening components of the Common Core State Standards. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B2.S1

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B2.S2 Provide active coaching on the use of online resources (lesson plans) and the benchmark specifications to identify the “daily do-able objectives”.

Action Step 1

Active coaching on the use of online resources (lesson plans) and the benchmark specifications to identify the “daily do-able objectives” will be provided.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Ms. Mondy ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Teachers will effectively incorporate the use of online resources (lesson plans) and the benchmark specifications to identify the “daily do-able objectives”.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B2.S2

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B3 There is a need to conduct Lesson Study cycles that focus on Essential Questions, rigor, higher order questions, use of primary/secondary sources, authentic writing with use of writing rubrics, and student accountable talk-engagement.

G2.B3.S1 Provide professional development on the Lesson Study process.

Action Step 1

Professional development on the Lesson Study process will be provided

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy Department Chairperson NMSHS Teachers ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Facilitator:

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants:

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Teachers will effectively incorporate the Lesson Study process.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B3.S1

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B3.S2 Begin the Lesson Study cycle that is supported through high quality planning and select a focus for each cycle that will target an identified barrier.

Action Step 1

The Lesson Study cycle, that is supported through high quality planning, will target a pre-identified barrier.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy Department Chairperson NMSHS Teachers ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Teachers will effectively incorporate a pre-identified barrier during The Lesson Study cycle

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B3.S2

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G2.B4 215 students scored in the 1st Third (Scale Scores 20-45) 168 students scored in the 2nd Third (Scale Scores 46-54) 99 students scored in the 3rd Third (Scale Scores 55-80) Overall, our Average Scale Score was 46 which puts us in the 2nd Third

G2.B4.S1 Ensure that US History teachers continue to use Edusoft for remediation/planning/student engagement. Continue ongoing review of benchmarks after the initial period of instruction. Social Studies teachers in other content areas will focus on skills necessary for success in the US History EOC, for example cartoon analysis. Wherever possible, World History teachers will increase focus on content and skills necessary for success on the US History EOC.

Action Step 1

Edusoft will continue to be used for remediation/planning/student engagement. The ongoing review of benchmarks after the initial period of instruction will continue. Social Studies teachers in other content areas will focus on skills necessary for success in the US History EOC, for example cartoon analysis. Wherever possible, World History teachers will increase focus on content and skills necessary for success on the US History EOC.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Ms. Mondy Department Chairperson ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Plans Administrative Walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B4.S1

US History teachers will continue to effectively incorporate the use Edusoft for remediation/planning/student engagement. The ongoing review of benchmarks after the initial period of instruction will continue. Social Studies teachers in other content areas will focus on skills necessary for success in the US History EOC, for example cartoon analysis. Wherever possible, World History teachers will increase focus on content and skills necessary for success on the US History EOC.

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Ms. Mondy Department Chairperson ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Walk-through documentation Administrative feedback and reflection. ETO feedback and reflection on support document Implementation Plan

Plan to Monitor Effectiveness of G2.B4.S1

The percentage of students scoring at or above the proficiency level on the 2013-2014 U.S. History EOC from from 46%(222) to 51%(246).

Person or Persons Responsible

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz ETO Support Staff

Target Dates or Schedule

May 2014

Evidence of Completion

Administrative Classroom Walkthroughs U.S. History EOC Results

G3. Our goal for the 2013-14 school year is to increase the number of level three students who are proficient on the FCAT Reading 2.0 by four percentage points from 15%(183) to 19% (250).

G3.B1 There is limited evidence of rigorous writing tasks which require students to cite textual evidence.

G3.B1.S1 Provide professional development opportunities addressing Common Core Writing Standards and College Writing.

Action Step 1

Professional development addressing Common Core Writing Standards and College Writing.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agendas.

Facilitator:

Reading Coaches ETO Support Staff

Participants:

Administration Reading Coaches ETO Support Staff

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

Review professional development sign-in sheets and agendas.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

Plan to Monitor Effectiveness of G3.B1.S1

Common Core Writing Standards and College Writing strategies will be implemented in lessons.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson plans

G3.B1.S2 Conduct Lesson Studies on incorporating rigorous writing tasks which require students to cite textual evidence.

Action Step 1

Lesson Studies on incorporating rigorous writing tasks which require students to cite textual evidence.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson Study documentation

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

Review Lesson Study documentation for evidence of the Lesson Study process.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Coaches logs, Lesson Study documentation

Plan to Monitor Effectiveness of G3.B1.S2

Monitor lesson plans, student work folders, and posted work during walkthroughs and common planning for evidence of rigorous writing tasks.

Person or Persons Responsible

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson plans

G4. Our goal for the 2013-2014 school year is to increase the number of students who are proficient on the 2014 CELLA exam in Listening/Speaking, Reading and Writing.

G4.B2 There is limited evidence of explicit corrective feedback in student work folders and on student work.

G4.B2.S2 Continue implementation of Feedback Fridays to ensure there is discourse between the teachers and the students to promote student achievement.

Action Step 1

Model lessons using the proper implementation of Feedback Fridays for every teacher will be provided

Person or Persons Responsible

Ms. Shelley Winter, Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Administrative Walkthroughs

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

Follow up classroom visitation and administrative walkthroughs

Person or Persons Responsible

A. DiGirolamo, Assistant Principal and Shelley Winter, Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Fridays Forms displayed and in student work folders

Plan to Monitor Effectiveness of G4.B2.S2

Increase in Student accountability talk

Person or Persons Responsible

A. DiGirolamo, Assistant Principal and Shelley Winter, Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Feedback Fridays Forms displayed and in student work folders

G4.B3 There is partial evidence of effective use of rigor in the classroom to include increased student writing/student products, high level of questioning and aligned extension activities.

G4.B3.S1 During Common Planning create rubrics aligned to lesson plan objectives. Share best practices for creating and assigning rubrics. Conduct coaching cycles focusing on the implementation of rubrics and on the Common Core Writing Standards.

Action Step 1

Work in collaboration to create rubrics

Person or Persons Responsible

Instructional Coach and teachers

Target Dates or Schedule

During Common Planning

Evidence of Completion

Appropriate feedback on authentic assignments such as student writing, student work folders

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

Rubrics and authentic student writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing, rubrics, explicit corrective feedback on student assignments by teachers, student folders

Plan to Monitor Effectiveness of G4.B3.S1

Administrative observations and walkthroughs

Person or Persons Responsible

Dr. A. DiGirolamo, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student performance, rigorous activities in the classroom, student accountability talk and explicit instruction

G4.B4 There is limited evidence of opportunities for Oral Language Development for the various levels of Developmental students

G4.B4.S1 During common planning ensure teachers include in their lesson plan ESOL strategies that promote oral language such as Think-Write-Pair-Share activities, having student accountability talk, resulting in fewer conversations in student's native language promoting student and teacher accountability for oral language.

Action Step 1

Work in collaboration to create rubrics

Person or Persons Responsible

Instructional Coach and teachers

Target Dates or Schedule

During Common Planning

Evidence of Completion

Activities that engage students in oral communication.

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

Rubrics and authentic student writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing, rubrics, explicit corrective feedback on student assignments by teachers, student folders

Plan to Monitor Effectiveness of G4.B4.S1

Administrative observations and walkthroughs

Person or Persons Responsible

Dr. A. DiGirolamo, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student performance, rigorous activities in the classroom, student accountability talk and explicit instruction.

G5. Our goal for the 2013-2014 school year is to increase the number of students scoring a level of Achieved (4,5,6) on the FAA Reading Test by five percent points from 38%(9) to 43%(13).

G5.B1 There is limited evidence that students are proficient in decoding and encoding which impedes their fluency and comprehension.

G5.B1.S1 Provide ongoing professional development in data analysis, reading intervention programs, SIPPs and Rewards, which will assist with students' decoding and encoding deficiencies.

Action Step 1

Professional development on data analysis, reading intervention programs, SIPPs and Rewards.

Person or Persons Responsible

Marie Francois, Department Chair Asanta Douglas, City Year Manager

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development sign-in sheets and agendas.

Facilitator:

Marie Francois, Department Chair Asanta Douglas, City Year Manager

Participants:

Special Diploma, Reading Teachers

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

Review lesson plans for evidence of differentiated instruction which targets decoding and encoding deficiencies.

Person or Persons Responsible

A. DiGirolamo, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Conduct administrative walkthroughs for evidence of instruction which targets decoding and encoding deficiencies during differentiated instruction.

Person or Persons Responsible

A. DiGirolamo, Assistant Principal Marie Francois, Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Data used for grouping, student work in folders, data chat forms

G6. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427).

G6.B1 There is limited evidence that students have mastered basic writing conventions

G6.B1.S1 Provide ongoing integrated feedback throughout the writing process that addresses errors and basic writing conventions leading to student revision.

Action Step 1

Incorporate in the daily delivery of instruction all components of explicit instruction (teacher think-aloud, multiple guided practice writing sessions with corrective feedback, and individual practice) on writing conventions (i.e., spelling, punctuation, grammar) in lesson plans and the CBC.

Person or Persons Responsible

Creative Writing Teachers, Writing Coach, Assistant Principal for Writing

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Posted Student Work, Student Writing Portfolios and Writing Rubrics

Facilitator:

Region Designated Instructor and/or Writing Coach

Participants:

Writing Coach, Creative Writing and Language Arts Teachers.

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

The Administrator for Writing will conduct weekly walkthroughs in order to monitor utilization of lessons and student assignments that incorporate writing conventions. The Administrator for Writing will place emphasis on student improvement of writing conventions noted in student writing portfolios.

Person or Persons Responsible

Writing Coach and Administrator for Writing

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Administrative Classroom Walkthroughs, Student Work Folders, Lesson Plans, Common Planning, Results of Writing Assessments

Plan to Monitor Effectiveness of G6.B1.S1

The Administrator for Writing will conduct weekly walkthroughs in order to monitor utilization of lessons and student assignments that incorporate writing conventions. The Administrator for Writing will place emphasis on student improvement of writing conventions noted in student writing portfolios.

Person or Persons Responsible

Administrator for Writing and Writing Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Administrative Classroom Walkthroughs, Student Work Folders, Lesson Plans, Common Planning, Results of Writing Assessments

G6.B1.S2 Provide targeted mini-lessons on writing conventions utilizing research based writing strategies..

Action Step 1

Creative Writing and selected Language Arts teachers will participate in a professional development opportunity that introduces participants to researched based writing strategies aligned with the FCAT 2.0 Writing Assessment.

Person or Persons Responsible

Writing Coach, Creative Writing and selected Language Arts teachers

Target Dates or Schedule

August 2013, October 2013

Evidence of Completion

Master Plan Points awarded

Facilitator:

ETO Designated Staff

Participants:

Writing Coach, Creative Writing and Selective Language Arts teachers

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

Creative Writing teachers will utilize research based strategies in their delivery of instruction to improve student writing.

Person or Persons Responsible

Creative Writing teachers and selected Language Arts teachers

Target Dates or Schedule

Weekly administrative walkthrough visits

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Evidence of active coaching on effective convention instruction.

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

As directed by Administrative for Writing

Evidence of Completion

Writing Coach reflections on Coaches log, Administrative classroom walkthrough, students' performance on interim assessments.

G6.B2 There is limited evidence of students including ample development of support and elaboration in their writing samples.

G6.B2.S2 Conduct professional developments with the content area teachers on how to incorporate writing in their curriculum.

Action Step 1

Foster professional development opportunities for content area teachers to incorporate writing in their lessons

Person or Persons Responsible

Social Studies, Math, Language Arts, Freshmen Experience, Science, Language Arts and Elective teachers. Instructional Coaches, Department Chairs, Administrators

Target Dates or Schedule

Common Planning sessions, Early Release days and Department Meetings

Evidence of Completion

Common Planning and Department Meeting Sign-In Sheets, Master Plan Points

Facilitator:

Instructional Coaches

Participants:

Instructional Staff (Content Area and Elective teachers)

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

Instructional Staff and Administrators will monitor improvement in student writing schoolwide.

Person or Persons Responsible

Instructional Staff, Instructional Coaches, Administrative Staff

Target Dates or Schedule

Weekly Administrative Classroom Walkthroughs

Evidence of Completion

Student work folders, student performance on Writing Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S2

Administrators will monitor improvement in student writing schoolwide.

Person or Persons Responsible

Instructional Staff, Instructional Coaches, Administrative Staff

Target Dates or Schedule

Weekly Administrative Classroom Walkthroughs

Evidence of Completion

Student work folders, student performance on Writing Interim Assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Algebra I EOC by four percentage points from 55%(291) to 59% (273).

G8.B1 Evidence of student accountability talk through the “We Do” component of the Gradual Release Model is limited.

G8.B1.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery that supports critical thinking, problem-solving, and student accountable talk.

Action Step 1

Instructional Coach will conduct coaching cycle for teachers in need of additional support. Teachers identified needing assistance on any component will be provided coaching activities and/or cycle for teachers as appropriate to meet needs and personalize implementation of critical thinking and problem -solving. Assistant Principal will continue to monitor implementation of the incorporation of critical thinking and problem–solving for teachers whose execution was observed to be observational.

Person or Persons Responsible

Dr. Garbutt, Assistant Principal, Ms. Rush-Lissade , Math coach and math teachers

Target Dates or Schedule

10/17/2013

Evidence of Completion

- Coaching log detailing assistance in critical thinking and problem –solving
- Posted best practice in department for critical thinking and problem -solving instruction.
- Coaching calendar detailing coaching cycle and activities
- Coaching plan to design appropriate coaching
- Increase effective implementation of critical thinking and problem –solving strategies during mathematical instruction

Action Step 2

Instructional coach will conduct a professional development to address the incorporation of critical thinking and problem –solving and rigorous questioning. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session

Person or Persons Responsible

Dr. Garbutt, Ms. Rush-Lissade and math teachers

Target Dates or Schedule

9/26/2013

Evidence of Completion

• Agenda of professional development with roster • Professional development elements (presentation, handouts, samples, etc.) • Student samples, lesson plans or other follow-up work

Facilitator:

Ms. Rush-Lissade

Participants:

Math teachers

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

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of critical thinking and problem –solving and will debrief to identify teachers in need of additional support.

Person or Persons Responsible

Dr. Garbutt, Assistant Principal and Ms. Rush-Lissade, Math Coach

Target Dates or Schedule

10/3/2013

Evidence of Completion

• Walkthrough documentation with reflections • Coaching plans and calendar • Detailed lesson plans with critical thinking and problem-solving. • components • Students utilizing appropriate tools during instruction

Plan to Monitor Effectiveness of G8.B1.S1

Instructional coach and teachers will provide the students an opportunity to utilize the problem solving strategy to resolve real-world and problems written in a higher complexity by establishing wait-time and re-directing ensuring that a random selection of students are called upon.

Person or Persons Responsible

Ms. Rush-Lissade, Math Coach and Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Effective mathematics instruction with critical thinking and problem –solving instruction • Evidence of problem solving strategies and questioning in student work folders, notebooks, or class environment (process charts and anchor charts).

G9. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Geometry EOC by four percentage points from 55%(344) to 59%(422).

G9.B1 The evidence of a deeper level of understanding to the students during the instruction of the unit content is limited.

G9.B1.S1 Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices.

Action Step 1

Instructional coach will conduct common planning with the entire subject area team and provide opportunities to plan out topics, unwrap benchmarks, develop essential questions, and daily lessons regularly with the depth of established class routines.

Person or Persons Responsible

Mr. Lewis, Principal; Dr. Garbutt, Assistant Principal; Ms. Rush-Lissade; Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Agenda of common planning with rosters - Completed results forms (unit plans, lesson frameworks, essential questions, etc.) - Student samples, lesson plans or other follow-up work

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

Principal, Assistant Principal and Math coach will monitor the consistent and effective use of purpose driven instruction and instructional activities through walkthroughs and student work folders determined in the meeting.

Person or Persons Responsible

Mr. Lewis, Principal; Dr. Garbutt, Assistant Principal, Ms. Rush-Lissade, Math coach, math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Walkthroughs documentation with reflections - Student work folders with a varied level of assignments

Plan to Monitor Effectiveness of G9.B1.S1

Math coach and teachers will evaluate student notes/notebooks to determine effective note-taking strategies, opportunities for referencing and best practices for constructing future notes.

Person or Persons Responsible

Ms. Rush-Lissade, Math coach and math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Student samples, lesson plans or follow-up work - Aligned core instruction between classes

G10. Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points from 77% to 81%.

G10.B1 There is varied evidence of effective use of data driven differentiated instruction.

G10.B1.S1 Conduct professional development on analyzing multiple data sources (FAIR for Reading classes, US History Topic assessments and interim assessments for all other literacy classes.) in order to align instructional resources to meet student needs.

Action Step 1

Provide professional development on benchmark instruction.

Person or Persons Responsible

Administration Reading Coaches City Year Corps Members ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agendas.

Facilitator:

Reading Coaches ETO Support Staff

Participants:

Administration Reading Coaches City Year Corps Members ETO Support Staff

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

Follow up on the implementation of the effective use of data driven differentiated instruction. Identify and provide additional coaching support for teachers in need

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Lesson plans Student work Walkthrough documentation

Plan to Monitor Effectiveness of G10.B1.S1

Consistently monitor the implementation of data driven instruction to ensure alignment of instructional resources that meet students needs

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

May 2013 - Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection form Implementation Plan

G11. Our goal for the 2013-2014 school year is to provide more opportunities that encourages students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.

G11.B1 Lack of CTE and STEM curriculum integration.

G11.B1.S1 Provide professional development for CTE teachers on STEM Curriculum and integration as it relates to CTE.

Action Step 1

Professional Development on the use of Discovery Education resources.

Person or Persons Responsible

ETO Curriculum Support, CTE teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

- Agenda of Professional development with roster - Professional development elements (presentation, handouts, samples, etc.) - Student samples, lesson plans or other follow-up work

Facilitator:

ETO Curriculum Support Specialist

Participants:

CTE teachers

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

Assistant Principal will monitor the utilization of the Discovery Education resources in CTE classrooms

Person or Persons Responsible

Dr. Garbutt, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation with reflections

Plan to Monitor Effectiveness of G11.B1.S1

Teachers will create effective lesson plans that clearly identifies the application of STEM skills within the academic content.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Detailed lesson plans - Students data and work with benchmarks - Effective class instruction and alignment between curriculum

G12. Our goal for the 2013-2014 school year is to increase the passing rate of students on the Industry Certification Exam by 5% from 522 to 548.

G12.B1 The system for tracking and maintaining students in courses to become completers was not clearly defined.

G12.B1.S1 Schedule career academy students in cohorts with common academic and CTE instructors.

Action Step 1

Develop a system for tracking students in CTE courses.

Person or Persons Responsible

Dr. Garbutt, Assistant Principal; Academy Lead teachers

Target Dates or Schedule

October 16, 2013

Evidence of Completion

Completed tracking document

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

Monitor and review student schedules to ensure building pipelines for intermediate and advanced level courses.

Person or Persons Responsible

Dr. Thompson-Williams, APC; Dr. Garbutt, Assistant Principal, Academy Lead teachers; Counselors

Target Dates or Schedule

October, 2013

Evidence of Completion

Student schedule

Plan to Monitor Effectiveness of G12.B1.S1

Prepare and test students for industry certifications through registered career-themed courses

Person or Persons Responsible

Academy Lead teachers, CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Academy assessment tools

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

Title I support services are provided at NMSHS to ensure all students requiring additional remediation are assisted through after/during/before-school programs, Saturday Academy, and any other intervention program as needed. NMSHS will coordinate with the District Title I office in ensuring staff development needs are adequately addressed. Support services are provided to all students assigned to NMSHS. NMSHS's Response to Instruction/Intervention (RtI) leadership team will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The RtI leadership team will also identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs provide intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components are integrated into NMSHS's schoolwide program include an extensive Parental Program; Saturday Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent youths through our student services department.

Title I, Part C- Migrant

NMSHS will provide services and support to migrant students and parents as needed. Should the need arise, NMSHS will enlist the assistance of the District Migrant liaison in order to further coordinate with Title I and other programs in order to make sure adequate services are rendered in order to ensure the unique needs of all migrant students are met.

Title I, Part D

NMSHS will provide services and support to students and parents in need of educational alternative outreach services. Should the need arise, NMSHS will enlist the assistance of the District Drop-out Prevention office in order to further coordinate with Title I, Part D and other programs. Every effort will be made to accurately identify all at-risk students, assess at-risk student needs, design and provide individualized services, and evaluate if the unique needs of the at-risk student are met.

Title II

Through the assistance of the District, NMSHS uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program, (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL, (3) training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, and (4) Individual Lesson Study Group (ILSG) implementation and protocols.

Title III

Title III funds are used at NMSHS to supplement and enhance the programs for English Language Learners (ELL) and other immigrant students by providing funds to implement and/or provide: (1) tutorial programs, (2) parent outreach activities, (3) professional development on best practices for ELL students and content area teachers, (4) coaching and mentoring for developmental language and content area teachers of ELL students, (5) ELL student participation in the citizenship mentoring/acclimation program provided by the Close Up for New Americans Program, (5) Reading and supplementary instructional materials, and (6) hardware and software for the development of language and literacy skills in mathematics, reading, science, and writing will be used by ELL students.

Title X- Homeless

NMSHS will enlist the assistance of the District Homeless Social Worker as needed in order to secure

resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) NMSHS receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

NMSHS offers a non-violence and anti-drug program to our students by the Police Athletic League (PAL); this program incorporates field trips, community service, and counseling as needed.

Nutrition Programs

NMSHS adheres to and implements the nutrition requirements stated in the District's Wellness Policy. Nutrition education, as per state statute, is taught through physical education at NMSHS. The School Food Service Program at NMSHS, 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

NMSHS seeks to ensure a successful educational experience for all registered homeless children by collaborating with parents, schools, and the community at large as required by the Homeless Assistance Program. Through the assistance of Project Upstart, Homeless Children & Youth Program NMSHS assists with the appropriate identification, enrollment, attendance, and transportation of homeless students to and from NMSHS. The school registrar fully adheres to the District's policy on the enrollment of homeless students. Moreover, school counselors also adhere to the McKinney Vento Homeless Assistance Act by ensuring all registered homeless children and youth are not stigmatized or separated, segregated, or isolated because of their status as homeless, and they assure all registered homeless children are provided with all of the entitlements necessary so they are able to access a free and appropriate education. Lastly, through the assistance of Project Upstart, NMSHS supports a homeless sensitivity and awareness campaign throughout the school.

Head Start

Not applicable

Adult Education

High school completion courses are available to all eligible students in the evening through the North Miami Senior High School Community School program and based on recommendation. Courses can be taken for credit recovery, promotion, remediation, and/or grade forgiveness purposes.

Career and Technical Education

By promoting career pathways and career and technical education programs of study at NMSHS through our wall-to-wall academy conversion effort, students will become vocational program completers. The intent of career and technical course offering is to help students develop a better understanding and appreciation of all postsecondary opportunities available within and beyond NMSHS. Within the Small Learning Communities (SLC) context, students will acquire the skills necessary to take advantage of the provided career and technical opportunities beyond the school walls. Articulation agreements supported through our educational offerings will enable our students to earn college and postsecondary technical credits while in high school. Our aim, therefore, is to provide more opportunities for our students to complete two and four-year

postsecondary degrees upon graduation from NMSHS. Through our expansive career and technical education, course offerings we aim to have our students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for postsecondary pursuits strengthens the integration of academic and career technical components and a coherent sequence of courses at NMSHS.

Job Training

Partnerships with community based public and private (for-profit and not-for-profit) entities will provide students at NMSHS with job skills based programs allowing students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. During the 2010-11 academic year, NMSHS will offer the following job skills based programs in order to further develop student employability skills: Cooperative Diversified Education (CDE), Diversified Career Technology for the Handicapped (DCT-H), Career Experience Opportunity Program (CEO), Project Victory, Internships for Trainable Mentally Handicapped students at the Veterans Medical Center, an MDCPS Job Coach, National Academy

Foundation, and Florida Workforce Development.

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/ involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/ activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal for the 2013-2014 school year is to increase the number of level four and five students who are proficient on the FCAT Reading 2.0 by four percent from 15%(183) to 19%(191).

G1.B1 There is limited evidence of effectively incorporating the speaking and listening components of the Common Core State Standards.

G1.B1.S1 Conduct professional developments on the speaking and listening components of the Common Core State Standards

PD Opportunity 1

Professional developments on the speaking and listening components of the Common Core State Standards will be conducted.

Facilitator

Mrs. Glueck, Ms. Mondy ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G1.B1.S2 Create lesson plans during common planning that address the speaking and listening components of the Common Core State Standards.

PD Opportunity 1

Lesson plans will be created during common planning that address the speaking and listening components of the Common Core State Standards.

Facilitator

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Common planning sign-in sheets and agenda

G1.B1.S4 Provide opportunities to incorporate Discovery Learning, Khan Academy, and TED Talks into lessons.

PD Opportunity 1

Opportunities will be provided to incorporate Discovery Learning, Khan Academy, and TED Talks into lessons.

Facilitator

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Dr. Digirolamo, Mr. Branton, Mr. Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G1.B2 There is limited evidence of students producing high quality college writing in advanced English Language Arts classes, such as: Honors, AP, IB courses.

G1.B2.S1 Conduct professional developments on college-level writing.

PD Opportunity 1

Professional developments on college-level writing

Facilitator

Reading Coaches ETO Support Staff

Participants

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G2. Our goal for the 2013-2014 school year is to increase the number of students that obtain a MEAN Scale Score on the 2013-2014 U.S. History EOC from 46%(222) to 51%(246).

G2.B1 Limited evidence that student deficiencies are supported and that explicit corrective feedback gives opportunities for student growth. Students need to be responsible for reading and writing to support school-wide reading and writing initiatives.

G2.B1.S2 Provide professional development to support authentic writing, proper use of the writing process (to include teacher/peer feedback and student opportunity for correction) and strategic use of rubrics by teachers and students.

PD Opportunity 1

Professional developments will be provided to support authentic writing, proper use of the writing process (to include teacher/peer feedback and student opportunity for correction) and strategic use of rubrics by teachers and students.

Facilitator

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G2.B2 Professional development is needed to provide support for teachers in the areas of rigor and alignment of purposeful instruction to daily doable objectives and student final product. Provision is needed for the observation of model teachers in these areas.

G2.B2.S1 Continue to provide support from Curriculum Support Specialist and Reading Coaches. Provide additional professional development on alignment of purposeful instruction to the objective and student outcomes. Provide opportunities for the observation of model teachers.

PD Opportunity 1

Professional development will be provided on the alignment of purposeful instruction to the objective and student outcomes. Provide opportunities for the observation of model teachers.

Facilitator

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G2.B3 There is a need to conduct Lesson Study cycles that focus on Essential Questions, rigor, higher order questions, use of primary/secondary sources, authentic writing with use of writing rubrics, and student accountable talk-engagement.

G2.B3.S1 Provide professional development on the Lesson Study process.

PD Opportunity 1

Professional development on the Lesson Study process will be provided

Facilitator

Mrs. Glueck, Ms. Mondy Department Chairpersons ETO Support Staff

Participants

Mr. Lewis, Dr. Thompson-Williams, Mr.Diaz Mrs. Glueck, Ms. Mondy ETO Support Staff NMSHS Teachers

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agenda

G3. Our goal for the 2013-14 school year is to increase the number of level three students who are proficient on the FCAT Reading 2.0 by four percentage points from 15%(183) to 19% (250).

G3.B1 There is limited evidence of rigorous writing tasks which require students to cite textual evidence.

G3.B1.S1 Provide professional development opportunities addressing Common Core Writing Standards and College Writing.

PD Opportunity 1

Professional development addressing Common Core Writing Standards and College Writing.

Facilitator

Reading Coaches ETO Support Staff

Participants

Administration Reading Coaches ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agendas.

G5. Our goal for the 2013-2014 school year is to increase the number of students scoring a level of Achieved (4,5,6) on the FAA Reading Test by five percent points from 38%(9) to 43%(13).

G5.B1 There is limited evidence that students are proficient in decoding and encoding which impedes their fluency and comprehension.

G5.B1.S1 Provide ongoing professional development in data analysis, reading intervention programs, SIPPs and Rewards, which will assist with students' decoding and encoding deficiencies.

PD Opportunity 1

Professional development on data analysis, reading intervention programs, SIPPs and Rewards.

Facilitator

Marie Francois, Department Chair Asanta Douglas, City Year Manager

Participants

Special Diploma, Reading Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development sign-in sheets and agendas.

G6. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427).

G6.B1 There is limited evidence that students have mastered basic writing conventions

G6.B1.S1 Provide ongoing integrated feedback throughout the writing process that addresses errors and basic writing conventions leading to student revision.

PD Opportunity 1

Incorporate in the daily delivery of instruction all components of explicit instruction (teacher think-aloud, multiple guided practice writing sessions with corrective feedback, and individual practice) on writing conventions (i.e., spelling, punctuation, grammar) in lesson plans and the CBC.

Facilitator

Region Designated Instructor and/or Writing Coach

Participants

Writing Coach, Creative Writing and Language Arts Teachers.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Posted Student Work, Student Writing Portfolios and Writing Rubrics

G6.B1.S2 Provide targeted mini-lessons on writing conventions utilizing research based writing strategies..

PD Opportunity 1

Creative Writing and selected Language Arts teachers will participate in a professional development opportunity that introduces participants to researched based writing strategies aligned with the FCAT 2.0 Writing Assessment.

Facilitator

ETO Designated Staff

Participants

Writing Coach, Creative Writing and Selective Language Arts teachers

Target Dates or Schedule

August 2013, October 2013

Evidence of Completion

Master Plan Points awarded

G6.B2 There is limited evidence of students including ample development of support and elaboration in their writing samples.

G6.B2.S2 Conduct professional developments with the content area teachers on how to incorporate writing in their curriculum.

PD Opportunity 1

Foster professional development opportunities for content area teachers to incorporate writing in their lessons

Facilitator

Instructional Coaches

Participants

Instructional Staff (Content Area and Elective teachers)

Target Dates or Schedule

Common Planning sessions, Early Release days and Department Meetings

Evidence of Completion

Common Planning and Department Meeting Sign-In Sheets, Master Plan Points

G8. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above the proficiency level on the 2013-2014 Algebra I EOC by four percentage points from 55%(291) to 59% (273).

G8.B1 Evidence of student accountability talk through the “We Do” component of the Gradual Release Model is limited.

G8.B1.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery that supports critical thinking, problem-solving, and student accountable talk.

PD Opportunity 1

Instructional coach will conduct a professional development to address the incorporation of critical thinking and problem –solving and rigorous questioning. All teachers must actively participate in the professional development session. Principal and assistant principal must actively participate in the professional development session

Facilitator

Ms. Rush-Lissade

Participants

Math teachers

Target Dates or Schedule

9/26/2013

Evidence of Completion

- Agenda of professional development with roster
- Professional development elements (presentation, handouts, samples, etc.)
- Student samples, lesson plans or other follow-up work

G10. Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points from 77% to 81%.

G10.B1 There is varied evidence of effective use of data driven differentiated instruction.

G10.B1.S1 Conduct professional development on analyzing multiple data sources (FAIR for Reading classes, US History Topic assessments and interim assessments for all other literacy classes.) in order to align instructional resources to meet student needs.

PD Opportunity 1

Provide professional development on benchmark instruction.

Facilitator

Reading Coaches ETO Support Staff

Participants

Administration Reading Coaches City Year Corps Members ETO Support Staff

Target Dates or Schedule

May 30, 2013 - Ongoing

Evidence of Completion

Professional development sign-in sheets and agendas.

G11. Our goal for the 2013-2014 school year is to provide more opportunities that encourages students to pursue careers in science, technology, engineering and mathematics (STEM) through partnerships with local universities, government and industry agents.

G11.B1 Lack of CTE and STEM curriculum integration.

G11.B1.S1 Provide professional development for CTE teachers on STEM Curriculum and integration as it relates to CTE.

PD Opportunity 1

Professional Development on the use of Discovery Education resources.

Facilitator

ETO Curriculum Support Specialist

Participants

CTE teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

- Agenda of Professional development with roster - Professional development elements (presentation, handouts, samples, etc.) - Student samples, lesson plans or other follow-up work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|----------|
| G4. | Our goal for the 2013-2014 school year is to increase the number of students who are proficient on the 2014 CELLA exam in Listening/Speaking, Reading and Writing. | \$3,000 |
| G6. | Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427). | \$3,999 |
| G10. | Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points form 77% to 81%. | \$1,414 |
| G12. | Our goal for the 2013-2014 school year is to increase the passing rate of students on the Industry Certification Exam by 5% from 522 to 548. | \$4,000 |
| Total | | \$12,413 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Evidence-Based Materials | Other | Total |
|----------------|------------|--------------------------|---------|----------|
| EESAC | \$3,000 | \$5,413 | \$4,000 | \$12,413 |
| Total | \$3,000 | \$5,413 | \$4,000 | \$12,413 |

Budget Details

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

G4. Our goal for the 2013-2014 school year is to increase the number of students who are proficient on the 2014 CELLA exam in Listening/Speaking, Reading and Writing.

G4.B4 There is limited evidence of opportunities for Oral Language Development for the various levels of Developmental students

G4.B4.S1 During common planning ensure teachers include in their lesson plan ESOL strategies that promote oral language such as Think-Write-Pair-Share activities, having student accountability talk, resulting in fewer conversations in student's native language promoting student and teacher accountability for oral language.

Action Step 1

Work in collaboration to create rubrics

Resource Type

Technology

Resource

Communication device -- \$3000

Funding Source

EESAC

Amount Needed

\$3,000

G6. Our goal for the 2013-2014 school year is to increase the number of students scoring at or above Achievement Level 3.5 on the FCAT Writing Assessment by two percentage points from 66%(412) to 68%(427).

G6.B1 There is limited evidence that students have mastered basic writing conventions

G6.B1.S1 Provide ongoing integrated feedback throughout the writing process that addresses errors and basic writing conventions leading to student revision.

Action Step 1

Incorporate in the daily delivery of instruction all components of explicit instruction (teacher think-aloud, multiple guided practice writing sessions with corrective feedback, and individual practice) on writing conventions (i.e., spelling, punctuation, grammar) in lesson plans and the CBC.

Resource Type

Evidence-Based Materials

Resource

Principal School-wide incentives -- \$2999 Academic Recognition -- \$1000

Funding Source

EESAC

Amount Needed

\$3,999

G10. Our goal for the 2013-2014 school year is to increase the number of students making learning gains on the 2013-2014 FCAT Reading 2.0 by four percentage points from 77% to 81%.

G10.B1 There is varied evidence of effective use of data driven differentiated instruction.

G10.B1.S1 Conduct professional development on analyzing multiple data sources (FAIR for Reading classes, US History Topic assessments and interim assessments for all other literacy classes.) in order to align instructional resources to meet student needs.

Action Step 1

Provide professional development on benchmark instruction.

Resource Type

Evidence-Based Materials

Resource

Literacy Incentives -- \$750 PBS Incentives -- \$664

Funding Source

EESAC

Amount Needed

\$1,414

G12. Our goal for the 2013-2014 school year is to increase the passing rate of students on the Industry Certification Exam by 5% from 522 to 548.

G12.B1 The system for tracking and maintaining students in courses to become completers was not clearly defined.

G12.B1.S1 Schedule career academy students in cohorts with common academic and CTE instructors.

Action Step 1

Develop a system for tracking students in CTE courses.

Resource Type

Other

Resource

Academy Graduation Medals -- \$1500 Culinary Arts equipment/supplies -- \$1000 HOSA State competition -- \$1000 FBLA State competition -- \$500

Funding Source

EESAC

Amount Needed

\$4,000