



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Booker T. Washington Senior High

1200 NW 6TH AVE

Miami, FL 33136

305-324-8900

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

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

94%

Alternative/ESE Center

No

Charter School

No

Minority Rate

99%

School Grades History

2013-14

NOT GRADED

2012-13

C

2011-12

C

2010-11

D

2009-10

F

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	23
Goals Summary	29
Goals Detail	29
Action Plan for Improvement	32
Part III: Coordination and Integration	38
Appendix 1: Professional Development Plan to Support Goals	41
Appendix 2: Budget to Support Goals	43

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

Booker T. Washington Sr High

Principal

William Aristide

School Advisory Council chair

Anthony Jennings

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

Name	Title
William Aristide	Principal
Kevin Lawrence	Vice Principal
Deborah Riera	Assistant Principal
Lena McArthur	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

William Aristide, Principal
 Anthony Jennings, Union Steward
 Debra Adams, Teacher
 Ruth Taylor, Teacher
 Shantea Martin, Teacher
 Victor Galdo, Teacher
 Veronique Toussaint, Teacher
 Yulissa Reyes, Student
 Tozodda Turner, Parent
 Adelaida Arzu, Parent
 Sandra Ally, Parent
 Sharon Parker, Parent
 Willie Williams, Parent
 Pamela Davis, Educational Support Employee

David Brown, Business/Community Representative
 Dee Roberson, Business/Community Representative
 Judge Peter Adrien, Business/Community Representative
 Kevin Lawrence, Alternate Principal
 Anissa Lauriston, Alternate Teacher/Paraprofessional
 Diane Thomas, Alternate Educational Support

Involvement of the SAC in the development of the SIP

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Activities of the SAC for the upcoming school year

The EESAC will monitor the School Improvement Plan strategies and use data through the course of the school year in order to support and assist the Booker T. Washington's academic program.

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

The Booker T. Washington (BTW) EESAC will continue to utilize school improvement funds during the 2013-2014 school year in a manner consistent with Florida Statutes and MDCPS guidelines. The BTW EESAC projects expenditures for the following items:

- Snacks for students taking the Florida Comprehensive Assessment Test (FCAT) and End of Course exams - \$2,500;
- Payment of registration fees for students who have exhausted their free waivers for ACT and SAT examinations; and payments of college application fees for students that do not receive Free or Reduced Lunch - \$1,000;
- A subsidized amount to assist the Positive Behavioral System (PBS) program to purchase student incentives - \$800;
- Purchase of awards for end of school awards program for Outstanding Student Achievement in core subjects and school activities - \$1,000

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

William Aristide		
Principal	Years as Administrator: 6	Years at Current School: 2
Credentials	Bachelor's Degree from the University of South Florida in Speech Communications, Master's Degree in Management and Administration of Educational Programs	
Performance Record	<p>2013 – School Grade Booker T. Washington Senior High School, Vice-Principal Rdg. Proficiency, 21% Math Proficiency, 50% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 45 points Rdg. AMO – __ Math AMO – __</p> <p>2012 – School Grade Booker T. Washington Senior High School, Vice Principal Rdg. Proficiency, 21% Math Proficiency, 36% Rdg. Lrg. Gains, 47 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% - 87 points Math Imp. of Lowest 25% - 40 points Rdg. AMO – __ Math AMO – __</p> <p>'11 '10 '09 '08 '07 School Grade C C C C D AYP High Standards Rdg. 50 45 44 47 41 High Standards Math 51 44 42 44 40 Lrng Gains-Rdg. 60 59 61 58 53 Lrng Gains-Math 68 61 42 44 40 Gains-Rdg-25% 64 66 61 58 53 Gains-Math-25% 73 68 65 68 63</p>	

Lena McArthur

Asst Principal

Years as Administrator: 1

Years at Current School: 2

Credentials

Bachelor-English
 Masters-Curriculum and Instruction
 Specialist-Educational Leadership
 Certifications:
 Integrated Curriculum 6-9
 Reading Endorsed (All levels)
 Gifted Endorsed (All levels)
 Educational Leadership (All levels)

Performance Record

2013 – School Grade Booker T. Washington Senior High School,
 Assistant Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 72 points
 Math Imp. of Lowest 25% -
 45 points
 Rdg. AMO – __
 Math AMO – __
 2012 – School Grade Booker T. Washington Senior High School,
 Assistant Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 36%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% -
 87 points
 Math Imp. of Lowest 25% -
 40 points
 Rdg. AMO – __
 Math AMO – __
 2011
 Miami Norland High School
 SLC/Academy Coordinator (AP/Dual Enrollment Coordinator)
 School Grade: C
 FCAT High Standards: Reading (17%), Mathematics (46%),
 Science (27%), Writing (76%)
 Learning Gains: Reading (35%), Mathematics (63%)
 Lowest 25%: Reading (44%), Mathematics (65%)
 AYP: No

Deborah Riera

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Bachelor of Arts, Human Resource/Business Administration
 Master of Science,
 Elementary Education
 Educational Specialist, Educational Leadership K-12
 Certifications:
 Elementary Education
 Educational Leadership K-12

Performance Record

2013 – School Grade Booker T. Washington Senior High School,
 Assistant Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% -
 72 points
 Math Imp. of Lowest 25% -
 45 points
 Rdg. AMO – __
 Math AMO – __
 2012 – School Grade Booker T. Washington Senior High School,
 Assistant Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 36%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% -
 87 points
 Math Imp. of Lowest 25% -
 40 points
 Rdg. AMO – __
 Math AMO – __
 HOMESTEAD MIDDLE SCHOOL
 School Year '11'10
 School Grade C C
 AYP N
 High Standards Reading 47
 High Standards Math 44
 High Standards Writing 83
 High Standards Science 24
 Learning Gains-Reading 56
 Learning Gains-Math 57
 Gains-Reading-25% 66
 Gains-Math-25% 63
 SOUTH DADE MIDDLE SCHOOL
 School Year '09 '08 '07
 School Grade B C NA*

AYP N Y N NA

High Standards Reading 60 66 61 NA

Kevin Lawrence

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Bachelor's Degree from the University of South Florida in Speech Communications, Master's Degree in Management and Administration of Educational Programs

Performance Record

2013 – School Grade Booker T. Washington Senior High School, Vice-Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 50%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 72 points
 Math Imp. of Lowest 25% - 45 points
 Rdg. AMO – __
 Math AMO – __
 2012 – School Grade Booker T. Washington Senior High School, Vice Principal
 Rdg. Proficiency, 21%
 Math Proficiency, 36%
 Rdg. Lrg. Gains, 47 points
 Math Lrg. Gains, 47 points
 Rdg. Imp. of Lowest 25% - 87 points
 Math Imp. of Lowest 25% - 40 points
 Rdg. AMO – __
 Math AMO – __
 '11 '10 '09 '08 '07
 School Grade C C C C D
 AYP
 High Standards Rdg. 50 45 44 47 41
 High Standards Math 51 44 42 44 40
 Lrng Gains-Rdg. 60 59 61 58 53
 Lrng Gains-Math 68 61 42 44 40
 Gains-Rdg-25% 64 66 61 58 53
 Gains-Math-25% 73 68 65 68 63

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Carol R. Jones**

Full-time / School-based

Years as Coach: 6

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Elementary Education

Performance Record

2013 – School Grade Booker T. Washington Senior High School
 Rdg. Proficiency, 21%
 Rdg. Lrg. Gains, 57 points
 Rdg. Imp. of Lowest 25% -
 72 points
 Rdg. AMO –__

Victor M. Galdo

Full-time / School-based

Years as Coach: 1

Years at Current School: 16

Areas

Science

Credentials

Biology
 Earth/Space Science

Performance Record

2013 – School Grade Booker T. Washington Senior High School
 Science Proficiency, 46%

Marlene Hernandez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	B.S. Degree in Varying Exceptionalities M.S. Degree in Reading Specialist in Educational Leadership	
Performance Record	2013 – School Grade “C” Shenandoah Middle School Rdg. Proficiency, 51% Rdg. Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 66 points 67 points Rdg. AMO – 54 2012 – School Grade “C” Rdg. Proficiency, 45% Rdg. Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 66 points 59 points Rdg. AMO – __ 2011 – School Grade “C” Rdg. Proficiency, 58 % Rdg. Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 65 points 60 points Rdg. AMO – __ 2010 – School Grade “C” Rdg. Proficiency, 59% Rdg. Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 71 points 61 points Rdg. AMO – __ 2009 – School Grade “B” Rdg. Proficiency, 60% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 70 points 69 points Rdg. AMO – __	

Diane Thomas		
Full-time / School-based	Years as Coach: 5	Years at Current School: 13
Areas	Mathematics	
Credentials	Exceptional Student Education	
Performance Record	2013 – School Grade Booker T. Washington Senior High School Math Proficiency, 50% Math Lrg. Gains, 67 points Math Imp. of Lowest 25% 45 points Math AMO—__	

Classroom Teachers**# of classroom teachers**

78

receiving effective rating or higher

84, 108%

Highly Qualified Teachers

74%

certified in-field

58, 74%

ESOL endorsed

15, 19%

reading endorsed

9, 12%

with advanced degrees

30, 38%

National Board Certified

1, 1%

first-year teachers

10, 13%

with 1-5 years of experience

20, 26%

with 6-14 years of experience

29, 37%

with 15 or more years of experience

25, 32%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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

Kevin Lawrence, Vice Principal is responsible for this school initiative.

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

Our school's new teacher mentoring program, is a very comprehensive program that offers support to all new and early teachers. In addition, the program also provides support and assistance to veteran teachers that may also be in need of assistance. The name of the program is: BTW Artful Educators. This program also aims to increase the knowledge base and general awareness of best practices for new and early teachers. Promote and provide effective training for new and early teachers. More importantly, the goal is to establish through mentoring, the norms of collegiality, collaboration, and continuous professional development.

- 1) Meetings are held once a month after school.
- 2) Teachers are given training in Classroom Management/Preventive Strategies.
- 3) Using good Professional Judgment.
- 4) Electronic Gradebook and Acceptable use Policy for the Internet.
- 5) Modeling of lessons and effective lesson planning.
- 6) Differentiated Instruction.
- 7) Common Core.
- 8) Curriculum and Instruction.
- 9) Technology and Integrating Technology in the Classroom.
- 10) PBS.
- 11) SPED/ELL Training and strategies.
- 12) Time Management.

New teachers are paired with veteran teachers that have proven to be "highly effective" in their respected areas. All new teachers are not always necessarily paired with teachers in the same

subject area. In some instances, they are paired with veteran teachers that offer them the best opportunity for success and comfortably. Examples of some mentoring activities, but not limited to include:

- 1) Teacher modeling and classroom visitations.
- 2) Lesson planning/lesson development.
- 3) Weekly meetings.
- 4) Supplemental literature and manipulatives.
- 5) Monthly trainings/meetings.

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

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

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

The first level of Rtl Leadership Team support will focus on the core instructional and behavioral practices designed for all students in the general curriculum.

The second level of Rtl Leadership Team support will focus on the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students in need of further support. The third level of Rtl Leadership Team support will focus on the intensive intervention which provides additional academic

and/ or behavioral support to individual students.

The Rtl Leadership Team will meet on a monthly basis to communicate feedback, provide updates, and hold professional

development as it relates to strategies, interventions, resources and student achievement.

The school-based Rtl Leadership Team will:

Analyze the progress monitoring data to determine students' learning by disaggregating FAIR and Interim data to identify intervention needs of students

Assist with conducting data chats with teachers and students following each FAIR assessment and Interim Assessment administration

Participate in regular common planning to discuss research-based instructional strategies and create effective lesson plans

Conduct regular classroom visits (administration and instructional coaches)

Assist with the implementation of differentiated instruction to address the students' needs

Assist with matching the intervention with the specific need of the student by placing each student in the appropriate

intervention setting as identified by the Intervention Decision Tree provided by the ETO office and monitoring the students'

progress through analyzing progress monitoring data to modify interventions as needed

Monitor the intervention plan to be implemented consistently and with fidelity by conducting classroom walk-throughs and

daily meetings with the interventionists

Provide professional development in the area of need

Assist with monitoring the needs of the subgroups within the expectations of AYP

Participate in parental involvement by assisting in the preparation of the school-wide Literacy Night

Assist with the implementation of Positive Behavior Support (PBS)

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

Principal-William Aristide

Vice Principal-Kevin Lawrence

Assistant Principal-Deborah Riera

Assistant Principal-Lena McArthur

Education Transformation Office Representatives: Cecelia Magrath, Executive Director Roxana Hurtado, Curriculum Support Specialist

Instructional Coaches Reading/ Math/ Science:

Reading Coaches- Carol Jones, Marlene Hernandez

Math-Diane M. Thomas,

Science-Victor Galdo

Curriculum Leaders (Department Heads): Ruth A. Taylor, Jack Hart, Robert Morris

CORE Teachers: Veronique Touissant, Liz De Las Cuevas, Earl Tilman, Tony Renesca, Paul Lassuer,

Cynthia Moore, Anthony Jennings, Kenneth Washington, Lisa Starks, Eduardo Alvarez

SPED Teachers: Latanya Matthews-Heidelberg, Jennifer Jordan

School Psychologist: Kimberly Giddins

Student Service Personnel: Lois Ashley, Anissa Lauriston, Kawesi T. Nimmons

Media Specialist: Nydia Cabrera

The Rtl leadership Team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. Data will be utilized to create, monitor, and adjust the school's academic goals through data analysis. The Rtl Leadership Team will participate in updating and maintaining the School Improvement Plan.

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

Monitor the intervention plan to be implemented consistently and with fidelity by conducting classroom walk-throughs and daily meetings with the interventionists.

Monitor the students' progress through analyzing data to modify interventions as needed.

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

The following will be used to gather and manage data:

Academic:

Florida Assessment for Instruction in Reading (FAIR)

2010-2011 FCAT Results

District Baseline Assessment

District Interim Assessments

Learning Express

Comprehensive English language Learning Assessment (CELLA)

Scholastic Aptitude Test (SAT)

American College Test (ACT)

Practice Scholastic Aptitude Tests (P-SAT)

Interventions Data

School site specific assessment

Behavior:

Student case Management System

Detentions

Suspensions/ Expulsions

Attendance
Referrals

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

Professional Development will be provided during an early release day to provide all faculty members with training on the implementation of data based decisions that will further enhance student achievement. Additionally, the Rtl team will evaluate further PD needs during the Rtl meetings to stay abreast of changes to student evaluation, concerns and suggestions.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 150

City Year will provide after school tutoring daily from 2:30pm-3:30pm.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Weekend Program**Minutes added to school year: 75**

Students that have not passed the FCAT Reading , Algebra, Geometry, or Biology, will be offered Saturday School tutorial sessions held from 9am-12pm.

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?

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Summer Program**Minutes added to school year:**

Students that did not pass the Algebra EOC or Biology EOC were given the opportunity to attend summer school in 2013.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student level attendance data is collected for each tutoring session. Effectiveness is measured via student performance on interim and EOC exams to gauge effectiveness.

Who is responsible for monitoring implementation of this strategy?

Administration

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

Name	Title
William Aristide	Principal
Deborah Riera	Assistant Principal
Kevin Lawrence	Vice Principal
Lena McArthur	Assistant Principal
Cecelia Magrath	Executive Director

Name	Title
Walter Fajet	Curriculum Support Specialist
Carol Jones	Reading Coach
Marlene Hernandez	Reading Coach
Diane Thomas	Mathematics Coach
Victor Galdo	Science Coach
Ruth Taylor	Teacher
Jack Hart	Teacher
Robert Morris	Teacher
Veronique Touissant	Teacher
Liz De Las Cuevas	Teacher
Earl Tilman	Teacher
Tony Renesca	Teacher
Paul Lassuer	Teacher
Cynthia Moore	Teacher
Anthony Jennings	Teacher
Kenneth Washington	Teacher
Lisa Starks	Teacher
Eduardo Alvarez	Teacher
Latanya Matthews	Teachers
Kimberly Giddens	School Psychologist
Lois Ashley	Counselor
Nydia Cabrera	Media Specialist

How the school-based LLT functions

The principal, assistant principal, reading coach, instructional leaders, content area teachers, and other departmental volunteers will serve on the team which will meet once a month. Initiatives of the team will be to use FAIR and Interim data when making adjustments to the school's academic goals. Monitor the reliability of the delivery of instruction and effective implementation of school's approved intervention plan. A reading coach will serve as the chairperson of the Literacy leadership Team.

Major initiatives of the LLT

Major initiatives will include: building and maintaining a successful Accelerated Reader program, creating a word of the week program using words from FAIR Word Analysis assessment and words from different content areas with a specific focus on Tier III (Subject Specific) words, Literacy Gallery, assisting with the development and use of interactive walls/theme charts, providing professional development to teachers.

Every Teacher Contributes to Reading Instruction

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

Daily administrative walk-throughs will be conducted to observe effective implementation of instructional frameworks and determine if the support from an instructional coach is necessary
Teachers will monitor and track the progress of students they teach

Teachers will analyze and utilize multiple sources of student data to modify their instruction and meet the needs of students

School wide data chats among students, teachers, school support personnel and administrators will be conducted following each FAIR and Interim assessment

Teachers will implement the Florida Continuous Improvement Model to monitor student achievement and the effectiveness of instructional programs

Content are teachers will engage students in rigorous writing opportunities, active reading strategies to scaffold understanding of complex text, as well as, pre-reading, during and after reading strategies

Teachers will receive professional development during common planning and faculty meetings.

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

Because all students are part of an academy at Booker T. Washington Sr. High, students begin to see the importance of applied and integrated courses early in their high school endeavor. As part of the courses, both academic and vocational, students notice how subject areas intertwine and collaborate with each other, especially reading, writing, mathematics and science.

All ninth grade students are enrolled in a Freshman Transition course to help prepare them for career development and post-secondary endeavors. Dual Enrollment courses are being offered to eleventh and twelfth grade students in the areas of English, Math and Criminal Justice. Advanced Placement courses are offered to eleventh and twelfth grade students in the areas of English, Math, Science, Spanish, and French.

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

All students entering Booker T. Washington Senior High select one of the career academies: Academy of Business and Information Technology, Academy of Engineering, Academy of Health Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired. The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at post-secondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of English, Mathematics, and Criminal Justice. During the articulation process, students are encouraged to take elective courses that are aligned within an area of student that may be relevant to the students' future study. Additionally, core content departments are encouraged to work interdisciplinary with electives and vocational courses in order for students to see the relationship together.

Strategies for improving student readiness for the public postsecondary level

During the 2013-2014 school year we will provide SAT/ACT Preparation course through the daytime program, where all senior students have been scheduled. This will provide students with college assessment strategies in the area of reading and mathematics. Additionally, students will continue to be provided with waivers in order to assist with the financial burden of the examination.

We will also have a Dual Enrollment writing course within the daytime academic program. This will provide students with a college course within their daytime schedule. Also, as a part of a District initiative, we will have the services of College Summit as well as Advancement Via Individual Determination (AVID) at our school to promote the importance of post-secondary readiness and assist students with the college admission process.

Additionally, the Student Services department will continue to meet with seniors during the month of September to discuss graduation requirements and the importance of monitoring their GPA and will meet with seniors throughout the year to ensure that they are monitoring their GPA. The College Advisor Counselor will continue to invite colleges and universities to meet with students. The College Advisor Counselor will conduct a college fair to provide information to students with regards to the various colleges, universities and scholarships available. Additionally, she will also establish a Financial Aid night to invite students and parents in order to disseminate pertinent information.

We will also begin to target the junior class with college information. We will promote juniors to take the SAT/ACT by the spring of their junior year. And as administrators, we will monitor the progress of such students.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	24%	No	42%
American Indian		0%		
Asian		0%		
Black/African American	35%	24%	No	42%
Hispanic	37%	22%	No	43%
White		0%		
English language learners	23%	5%	No	31%
Students with disabilities	38%	33%	Yes	44%
Economically disadvantaged	37%	23%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	13%	29%
Students scoring at or above Achievement Level 4	25	6%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	63	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	16%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	25%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		45%	51%

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	111	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	85%	87%

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	40%	55%	Yes	46%
American Indian		0%		
Asian		0%		
Black/African American	39%	56%	Yes	45%
Hispanic	42%	52%	Yes	48%
White		0%		
English language learners	47%	44%	No	52%
Students with disabilities	44%	37%	No	50%
Economically disadvantaged	40%	55%	Yes	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	52%	54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		23%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		84%	86%
Students in lowest 25% making learning gains (EOC)		89%	90%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		25%	33%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	33%	37%
Students scoring at or above Achievement Level 4	17	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	30%	33%
Students scoring at or above Achievement Level 4	58	28%	29%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	30%	33%
Students scoring at or above Achievement Level 4	31	16%	17%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	100	10%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	90	9%	12%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		80%	83%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	10%
CTE-STEM program concentrators	30		45
Students taking CTE-STEM industry certification exams	45	50%	60%
Passing rate (%) for students who take CTE-STEM industry certification exams		83%	86%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	330	55%	65%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	125	50%	54%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		82%	86%
Students taking CTE industry certification exams	330	55%	65%
Passing rate (%) for students who take CTE industry certification exams		86%	88%
CTE program concentrators	105	32%	36%
CTE teachers holding appropriate industry certifications	8	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	257	25%	24%
Students in ninth grade with one or more absences within the first 20 days	58	26%	15%
Students in ninth grade who fail two or more courses in any subject	48	23%	22%
Students with grade point average less than 2.0	186	22%	21%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	188	20%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	172	17%	16%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	28	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)	132	67%	69%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	46	62%	64%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	215	73%	75%

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

M-DCPS 2013-2014 Title I PIP is provided for schools, in English, Spanish and Haitian Creole, respectively. The schools' Title I Annual Parent Meeting and/or parental meetings will reflect distribution and discussion of the current M-DCPS Title I PIP. Further, the schools' next year's Title I Annual Parent Meeting's minutes will reflect discussions and revisions that are needed for the current M-DCPS PIP, and their school's Title I PIP. Title I makes many attempts to get meeting invites and registrations to parents for their participation via: CoNect Ed telephone blasts to homes of parents of students in the Title I Program; mail outs to parents; Title I Parent Newsletters; flyers; newspaper advertisement; television, and /or radio announcements. Reasonable efforts are made to assist parents in understanding the needs and rights of their children with exceptionalities and ELL needs, in their primary language. Parents are made aware of the availability of simultaneous translation services through posters on easels and announcements in Spanish and Haitian Creole, at all Title I DAC meetings. On an as-needed basis, parents sign up for the equipment and receive simultaneous translation services through Title I staff

members at meetings. Title I DAC and PAC pre-meeting announcements are mailed to school site CIS to get to their parents. This pre-meeting announcement includes special needs notifications that are returned to Title I Administration, thus helping to further ensure the meeting participation of parents with disabilities. Parents are given "suggestion box" slips to complete at each meeting. Suggestions are reviewed and implemented as appropriate. Through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and Supportive Services, parent participation in workshops, parent-teacher conferences and other school-community activities are infused to include parents as partners in their children's educational process. Family literacy programs are also part of the Family Resource Centers and local Migrant Education Program schools. Also, school and District multi-level communications will be sent in different languages i.e., Florida PIRC, Title I Parent Notification Letter, School-Parent Compact, Parent Right to Know Information, Title I Annual Parent Meeting Documentation, school newsletters, parent trainings, Annual Measurable Objective Reports (AMO), Parent's Rights, School Public Accountability Report (SPAR), Standards and Testing, and KidCare information (Trilingual) among others.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental Attendance at Open house	300	30%	40%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** All teachers will increase students comprehension of rigorous text through the use of analytical reading by implementing active learning strategies.
- G2.** All teachers will infuse evidence based writing in the core content areas to develop clear and coherent writing, organization, and analysis of content.
- G3.** Create daily doable objectives aligned to the standards that scaffold to the highest level of the DOK, standard-based/higher-order essential questions, rigor in assignments and written end products.

Goals Detail

G1. All teachers will increase students comprehension of rigorous text through the use of analytical reading by implementing active learning strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- STEM - High School
- CTE
- EWS - High School

Resources Available to Support the Goal

- Professional Development Days and Early Release Days Instructional Support Coaches
- Common Planning Administration Support Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Lack of quality instruction aligned to standards and delivered through the use of analytical reading.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0. Conduct Data Chats for student accountability.

Person or Persons Responsible

School-site Administrators Region Administrators Teachers Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments - District Baseline/Mid-Year Interim Assessment and FAIR Assessment.
Summative Assessments - Results for the 2014 FCAT 2.0 and EOC Assessment.

G2. All teachers will infuse evidence based writing in the core content areas to develop clear and coherent writing, organization, and analysis of content.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE

Resources Available to Support the Goal

- Interventionist Professional Development Days 6 + 1 Writing Traits (Aligned to Common Core Writing Standards) Administrative Support Common Planning Instructional Coaches

Targeted Barriers to Achieving the Goal

- Lack of knowledge to deliver quality instruction that produces an end product of authentic writing.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0. Conduct Data Chats for student accountability.

Person or Persons Responsible

School-site Administrators Region Administrators Teachers Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments - District Baseline/Mid-Year Interim Assessment and FAIR Assessment.
Summative Assessments - Results for the 2014 FCAT 2.0 and EOC Assessment.

G3. Create daily doable objectives aligned to the standards that scaffold to the highest level of the DOK, standard-based/higher-order essential questions, rigor in assignments and written end products.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE

Resources Available to Support the Goal

- Professional Development Days and Early Release Days Instructional Support Coaches
Common Planning Administration Support Curriculum Support Specialist

Targeted Barriers to Achieving the Goal

- Limited knowledge to produce a well-written daily doable objective aligned to the standards.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0. Conduct Data Chats for student accountability.

Person or Persons Responsible

School-site Administrators Region Administrators Teachers Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments - District Baseline/Mid-Year Interim Assessment and FAIR Assessment.
Summative Assessments - Results for the 2014 FCAT 2.0 and EOC Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will increase students comprehension of rigorous text through the use of analytical reading by implementing active learning strategies.

G1.B1 Lack of quality instruction aligned to standards and delivered through the use of analytical reading.

G1.B1.S1 Establish a model LA/Reading classroom for observation by all content teachers.

Action Step 1

Provide opportunities for content area teachers to observe a model Reading/LA classroom.

Person or Persons Responsible

Administration Instructional Coaches Model Classroom Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Observer Sign-in Sheet

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

Review the sign-in sheet of the model classroom.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheet Observer's Note Taking/Note Making

Plan to Monitor Effectiveness of G1.B1.S1

Successful implementation will produce rigorous and effective instructional delivery using the close reading strategy.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations Lesson Plans Student Work

G1.B1.S2 Provide in-house professional development to all content area teachers using close reading strategy.

Action Step 1

Provide professional development to content area teachers using the close reading strategy.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

February 7, 2014

Evidence of Completion

Professional development evaluation and participant follow-up reflection assignment.

Facilitator:

Reading Coaches

Participants:

All content area teachers.

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

Fidelity checks for rigorous classroom instruction infusing close reading strategy.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

On going

Evidence of Completion

Classroom Walkthroughs Student Work Folders Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S2

Fidelity checks for rigorous classroom instruction infusing close reading strategy.

Person or Persons Responsible

Administration Region Administrators

Target Dates or Schedule

On going

Evidence of Completion

Student Work Lesson Plans Classroom Observations

G2. All teachers will infuse evidence based writing in the core content areas to develop clear and coherent writing, organization, and analysis of content.

G2.B1 Lack of knowledge to deliver quality instruction that produces an end product of authentic writing.

G2.B1.S1 Use the "Response-to-Literature" Writing Rubric to produce authentic student writing.

Action Step 1

Provide small group professional development on the "Response-to-Literature" Writing Rubric.

Person or Persons Responsible

Instructional Content Area Teachers

Target Dates or Schedule

Second day of common planning by department completed by April 17, 2014.

Evidence of Completion

Student Work, Classroom Observations, Lesson Plans

Facilitator:

Reading Coaches

Participants:

Content Area Teachers

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

During Common Planning, teachers will share and evaluate students' writing samples. Fidelity checks of classroom writing strategies and techniques.

Person or Persons Responsible

Administrators Reading Coaches All content teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthroughs Student Work Folders Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Fidelity checks for rigorous classroom instruction infusing evidence based writing.

Person or Persons Responsible

Administrators Reading Coaches Content Area Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folder Classroom Walkthroughs

G3. Create daily doable objectives aligned to the standards that scaffold to the highest level of the DOK, standard-based/higher-order essential questions, rigor in assignments and written end products.

G3.B1 Limited knowledge to produce a well-written daily doable objective aligned to the standards.

G3.B1.S1 Develop rigorous daily doable objectives aligned to the standards by using the bi-weekly benchmark template with the four step process.

Action Step 1

During common planning, model how to develop rigorous daily doable objectives aligned to the standards using the four step process.

Person or Persons Responsible

Curriculum Support Specialist Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Observations Lesson Plans Common Board Configuration

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

Teachers share-out their daily doable objectives and HOT/essential questions during common planning allowing opportunities to improve their purpose.

Person or Persons Responsible

Administrators Curriculum Support Specialist Instructional Coaches Content Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Board Configuration Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Fidelity checks for well-written daily doable objectives and probing of HOT/essential questions.

Person or Persons Responsible

Administrators Region Administrators Curriculum Support Specialist Instructional Coaches Content Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Board Configuration Student Folders Lesson Plans Classroom Observations

Coordination and Integration

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and

Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

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

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Housing Programs - N/A

Head Start- N/A

Adult Education

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

Career and Technical Education

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

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

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

Job Training – N/A

Other

Health Connect in Our Schools

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

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. All teachers will increase students comprehension of rigorous text through the use of analytical reading by implementing active learning strategies.

G1.B1 Lack of quality instruction aligned to standards and delivered through the use of analytical reading.

G1.B1.S2 Provide in-house professional development to all content area teachers using close reading strategy.

PD Opportunity 1

Provide professional development to content area teachers using the close reading strategy.

Facilitator

Reading Coaches

Participants

All content area teachers.

Target Dates or Schedule

February 7, 2014

Evidence of Completion

Professional development evaluation and participant follow-up reflection assignment.

G2. All teachers will infuse evidence based writing in the core content areas to develop clear and coherent writing, organization, and analysis of content.

G2.B1 Lack of knowledge to deliver quality instruction that produces an end product of authentic writing.

G2.B1.S1 Use the "Response-to-Literature" Writing Rubric to produce authentic student writing.

PD Opportunity 1

Provide small group professional development on the "Response-to-Literature" Writing Rubric.

Facilitator

Reading Coaches

Participants

Content Area Teachers

Target Dates or Schedule

Second day of common planning by department completed by April 17, 2014.

Evidence of Completion

Student Work, Classroom Observations, Lesson Plans

Appendix 2: Budget to Support School Improvement Goals