



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Miami Palmetto Senior High School**

7460 SW 118TH ST

Miami, FL 33156

305-235-1360

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

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

36%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

65%

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## School Grades History

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**2013-14**

A

**2012-13**

B

**2011-12**

A

**2010-11**

A

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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Miami Palmetto Sr. High Schl

##### Principal

Allison Harley

##### School Advisory Council chair

Pamela Shlachtman

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

Name	Title
Victoria G. Dobbs	Assistant Prinicipal
Douglas Lobo	Assistant Principal
Bridgette Tate-Wyche	Assistant Principal
Tierney Hunter	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

Principal -1  
 Alternate / Principal designee – 1  
 UTD Steward – 1  
 Teachers – 5  
 Alternate Teachers – 1  
 Education Support Employee – 1  
 Alternate Education Support Employee – 1  
 Adult/ Vocational Principal – 1  
 Adult/ Vocational Teacher - 1  
 Adult/ Vocational Student - 1  
 PTSA President – 1  
 Parents – 6  
 Alternate Parent – 1  
 Students – 4

Alternate student -1  
 Business/Community Representative - 1

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

The SAC at Miami Palmetto Senior High School is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists in the development of the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC budget. The function of the SAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

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

The SAC at Miami Palmetto Senior High School is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists in the development of the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC budget. The function of the SAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

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

The SAC will provide funding for the Writing Program. They have allocated \$2000.00 to support the implementation of writing workshops that will be provide by the school's writing liason.

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

In Compliance

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

## **Highly Qualified Staff**

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

### **Administrators**

#### **# of administrators**

5

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**







**Victoria G. Dobbs**

Asst Principal

Years as Administrator: 8

Years at Current School: 8

**Credentials**

B.S. – Emotional Disturbance, M.S. – Varying Exceptionalities, Certification – Educational Leadership

**Performance Record**

2013 – School Grade - Pending  
 Rdg. Proficiency, 69%  
 Math Proficiency, 75%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 74points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 62 points  
 Rdg. AMO – Yes  
 Math AMO– Yes  
 Y ear ' 12 ' 11 ' 10 ' 09 ' 08  
 S hool G r ade A B A A B  
 High Standards R eadi ng 57 64 64 56  
 Hi gh Standards Mat h 78 86 84 78  
 Lr ng G ai ns – Rdg. 59 60 64 58  
 Lr ng.G ai ns – Mat h 79 81 82 73  
 G ai ns – R dg – 25% 44 52 53 45  
 G ai ns – Mat h – 25% 65 67 71 65

**Bridgette Tate-Wyche**

Asst Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

B.A. - Journalism  
 M.A. - English  
 Certification - Educational Leadership

**Performance Record**

2013 – School Grade - Pending  
 Rdg. Proficiency, 69%  
 Math Proficiency, 75%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 74points  
 Rdg. Imp. of Lowest 25% -  
 64 points  
 Math Imp. of Lowest 25% -  
 62 points  
 Rdg. AMO – Yes  
 Math AMO– Yes  
 Year 12" ' 11' 10 ' 09 ' 08 '  
 School Grade  
 A D D C D  
 High Standards Reading 57 64 64 56  
 High Standards Mat h 78 86 84 78  
 Lrng Gains – Rdg. 59 60 64 58  
 Lrng.Gains – Mat h 79 81 82 73  
 Gains – dg – 25% 44 52 53 45

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

N/A

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

131

**# receiving effective rating or higher**

131, 100%

**# Highly Qualified Teachers**

68%

**# certified in-field**

131, 100%

**# ESOL endorsed**

15, 11%

**# reading endorsed**

5, 4%

**# with advanced degrees**

62, 47%

**# National Board Certified**

12, 9%

**# first-year teachers**

1, 1%

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

6, 5%

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

54, 41%

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

70, 53%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

4, 80%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# 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**

1. (Retain) Mentor Early Career teachers
2. (Retain) Support teachers through Learning Communities and Professional Development
3. (Retain) Provide teachers with opportunities for leadership within the school

**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**

All new teachers will be placed in the MINT mentoring program. They will be paired with a MINT certified teacher who either works within the same discipline or can assist the new teacher with school wide protocols and support.

### **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 MPSH school-based MtSS/Rtl Leadership Team will be composed of two components: the administrative team, which will ensure commitment, fidelity, and the allocation of resources and the department chairpersons who will ensure the common goal of improving instruction for all students through consistent interaction with department members.

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

The team meets bi-weekly to engage in the following activities:  
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The team will meet approximately five times per year: at the beginning of the year, following each of the interim assessments, and at the end of the year. The team will review data upon the completion of all interim assessments to drive the direction of instruction in the areas of reading, math, social studies and science.

#### **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: During August assessments in reading, writing, mathematics, social studies and science will be completed using Edusoft; Progress Monitoring and Reporting Network (PMRN) to assess reading, and monthly writing prompts.  
Midyear: During January assessment reading, writing, mathematics, science and social studies using

Edusoft.  
End of Year: FCAT, CELLA, FAIR and EOC

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

The MTSS/Rtl Leadership Team and SIP writing team will meet to review at the end of the year and receive input from EESAC and the faculty. The school’s year-long Professional Development protocol will be reviewed as it relates to the goals and areas of need.

**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:** Extended Day for All Students

**Minutes added to school year:**

N/A

**Strategy Purpose(s)**

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

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

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Allison Harley - Principal	Victoria G. Dobbs - Assistant Principal
Janice Fair - Reading Teacher	Patti Valois - PD Liaison
Andrea Spivak - Language Arts Department Chair	Susan Kaplan - Math Department Chair
Mylene Exposito - Business/Vocational Department Chair	Maria Sanin - SPED Department Chair
Pamela Shlachtman - EESAC Chair	Mellissa Jacobs - UTD Steward
Elizabeth Valero - Activities Director	

**How the school-based LLT functions**

The team will meet approximately five times per year: at the beginning of the year, following each of the interim assessments, and at the end of the year. The team will review data upon the completion of all interim assessments to drive the direction of instruction in the areas of reading, math, social studies and science.

**Major initiatives of the LLT**

The LLT will highlight internal intellectual and leadership capacity through in-house professional development and compilation of research-based supplemental instructional materials, resources, and best practices designed to improve instructional delivery and student achievement of rigorous and relevant content as determined through continual data analysis. The team will look within our school and use the talent found at our school to promote professional development. The team will conduct a Master Schedule review to determine that all level 1 and 2 reading students are placed in the appropriate level reading class.

## Every Teacher Contributes to Reading Instruction

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

Every department is responsible for “Reading Across the Curriculum”, consequently 75% of our teacher have been CRISS trained. The entire staff will offered training in Differentiated Instructional order to assist teachers in adapting instruction to meet the needs of all students in reading. Additional remedial instruction is offered for students retaking the Fall and Spring FCAT through the Saturday FCAT Academy. The LLT will conduct classroom walkthroughs to assure that all teachers are implementing appropriate reading strategies.

## 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

The school offers elective courses in art, music, technology, vocational education, physical education, foreign language, science, social studies, math, and language arts for all students. Incorporated into the delivery of the curriculum are strategies on relevance for life-long learning. The ninth grade counselor will implement and monitor Tools for Success and 9th grade Language Arts teachers will implement and monitor a character education program entitled “Eight Habits of the Heart”.

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

Students receive individualized course selection and information regarding academies and majors, in addition, our counselors provide-on-one support for students seeking further guidance and information.

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

A review of the High School Feedback Report indicates that 83.5% of our students graduating have completed a college prep curriculum compared to the state's 59.9%. Based on this information the strategies in place should be continued to maintain the current level of student readiness for the public post-secondary level. These strategies include, but are not limited to, the use of focus calendars to achieve mastery on benchmarks assessed on the FCAT; continued offerings of the FCAT Academy to assist retakers in fulfilling the FCAT graduation requirement; an extensive Advanced Placement and Honors curriculum free of gatekeepers to promote contact with college level coursework; continue to promote students participating in the PSAT, SAT and ACT; provide accurate content information with regards to the Bright Futures programs to both students and parents; and continue to offer a wide variety of elective courses to enhance students engagement in real life experiences. Currently MPSHS offers Pre Advanced Placement classes in English and Math and 29 Advanced Placement classes.

## 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	72%	69%	Yes	75%
American Indian				
Asian	88%	83%	No	89%
Black/African American	48%	36%	No	53%
Hispanic	68%	68%	Yes	71%
White	85%	36%	No	87%
English language learners	43%	26%	No	49%
Students with disabilities	46%	36%	No	51%
Economically disadvantaged	50%	44%	No	55%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	309	23%	25%
Students scoring at or above Achievement Level 4	603	45%	46%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		64%	68%



**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)	56	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	41%	47%

**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.		81%	83%

**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	545	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**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	60%	75%	Yes	64%
American Indian				
Asian		91%		
Black/African American	43%	50%	Yes	49%
Hispanic	59%	75%	Yes	63%
White	73%	37%	No	75%
English language learners	51%	62%	Yes	56%
Students with disabilities	38%	37%	No	45%
Economically disadvantaged	44%	58%	Yes	50%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		74%	77%
Students in lowest 25% making learning gains (EOC)		62%	66%

**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.		75%	78%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	39%	42%
Students scoring at or above Achievement Level 4	88	21%	23%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	32%	34%
Students scoring at or above Achievement Level 4	245	40%	41%

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

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	284	44%	48%
Students scoring at or above Achievement Level 4	193	30%	31%

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

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1775	61%	65%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	95%
Students taking one or more advanced placement exams for STEM-related courses	582	20%	22%
CTE-STEM program concentrators	0		
Students taking CTE-STEM industry certification exams	0		
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	804	30%	31%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	128	1%	2%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		78%	79%
Students taking CTE industry certification exams	120	1%	2%
Passing rate (%) for students who take CTE industry certification exams		82%	83%
CTE program concentrators	49	1%	2%
CTE teachers holding appropriate industry certifications	2	40%	40%

**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	293	10%	9%
Students in ninth grade with one or more absences within the first 20 days	75	1%	1%
Students in ninth grade who fail two or more courses in any subject	54	8%	7%
Students with grade point average less than 2.0	334	12%	11%
Students who fail to progress on-time to tenth grade	4	1%	1%
Students who receive two or more behavior referrals	284	10%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	229	8%	7%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	66	2%	2%
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)	652	86%	86%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	68%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	686	86%	86%

**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 our parent membership in the PTSA was 1,270 (42%). Our goal for the 2013 -2014 school year is to increase parent membership by 1% from 42% to 43%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement in the school	1270	42%	43%

## Goals Summary

- G1.** On the 2013 FCAT 2.0 69% scored at level 3 or higher. Our goal for 2014 is 75% of our students will score level 3 or higher.
- G2.** On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.
- G3.** On the 2013 Algebra I and Geometry EOC 75% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 76% of our students to score a 3 or higher.
- G4.** The result of the United States EOC was 51%. Our goal is to increase the number of students attaining a level 3 or higher from 51% to 56% for the 2013 - 2014 school year.
- G5.** On the 2013 Biology EOC 74% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 77% of our students to score a 3 or higher.
- G6.** During the 2012 -2013 school year 82% of our students scored proficient when taking their industry certification test. Our goal for the 2013 - 2014 school year is for 83% of our students to score proficient.
- G7.** During the 2012-2013 school year our parent membership in the PTSA was 42%. Our goal for the 2013-2014 school year is to increase membership by 1% from 42% to 43%.
- G8.** Our goal for the 13-14 school year is to decrease the % of students missing 10% or more of instructional time from 10% to 9%. Our behavioral goal will reduce the percent of students who receive two or more behavior referrals from 10% to 9% .
- G9.** During the 2012 - 2013 school year 20% of our students were enrolled in a Advanced Academic Math or Science class. Our goal for the 2013 - 2014 school year is to have 22% of our students enrolled in an AP Math or Science class.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 69% scored at level 3 or higher. Our goal for 2014 is 75% of our students will score level 3 or higher.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Jamestown Navigator
- Reading Plus
- FAIR

**Targeted Barriers to Achieving the Goal**

- The areas of deficiency for the Black and ED and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text (and/or) Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose (and/or) Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.
- The areas of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text (or) Reporting Category 3: Literary Analysis due to limited exposure to literary elements and figurative language.
- The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

**Plan to Monitor Progress Toward the Goal**

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Reading FCAT 2.0 CELLA

**G2.** On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- UBER 6 Trainers
- Writing Workshop for all 10th grade students.

**Targeted Barriers to Achieving the Goal**

- The areas of deficiency as evidenced by student writing performance during the 2012-13 school year, including students' inability to present detailed evidence, examples, and reasoning to support arguments.

**Plan to Monitor Progress Toward the Goal**

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 FCAT Writing Test

**G3.** On the 2013 Algebra I and Geometry EOC 75% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 76% of our students to score a 3 or higher.

**Targets Supported**

- Math (High School, High School AMO's, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Kahn Academy

**Targeted Barriers to Achieving the Goal**

- Students with Disabilities and White students according to the results of the 2013 Algebra 1 EOC assessment, the area of greatest difficulty is Functions, Linear Equations and Inequalities. According to the 2013 Geometry EOC assessment, the area of greatest difficulty is Two Dimensional Geometry.

### Plan to Monitor Progress Toward the Goal

Review data to make sure that stated strategies were successful and determine if they should be continued based on student success.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Algebra I EOC Geometry EOC

**G4.** The result of the United States EOC was 51%. Our goal is to increase the number of students attaining a level 3 or higher from 51% to 56% for the 2013 - 2014 school year.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 United States EOC assessment, the areas of greatest difficulty for students were topics related to U.S. and Defense of the International Peace.

### Plan to Monitor Progress Toward the Goal

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 US History EOC data



**G5.** On the 2013 Biology EOC 74% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 77% of our students to score a 3 or higher.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Gizmos
- Hands on Science Labs

**Targeted Barriers to Achieving the Goal**

- According to the results of the 2013 Biology I EOC, students had the most difficulty with the Molecular and Cellular Biology Strand.

**Plan to Monitor Progress Toward the Goal**

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 Biology EOC results

**G6.** During the 2012 -2013 school year 82% of our students scored proficient when taking their industry certification test. Our goal for the 2013 - 2014 school year is for 83% of our students to score proficient.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Web based certification programs for Photo Shop
- Web based certification programs for Dream Weaver

**Targeted Barriers to Achieving the Goal**

- Student commitment to program course of study which leads to failure to complete industry certification.

### Plan to Monitor Progress Toward the Goal

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

2014 Industry Certification Test results

**G7.** During the 2012-2013 school year our parent membership in the PTSA was 42%. Our goal for the 2013-2014 school year is to increase membership by 1% from 42% to 43%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Parent Academy

**Targeted Barriers to Achieving the Goal**

- Lack of membership by families living on the southern border of the school boundary.

### Plan to Monitor Progress Toward the Goal

Reviews membership data to make sure that the stated strategies were successful.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

PTSA Membership

**G8.** Our goal for the 13-14 school year is to decrease the % of students missing 10% or more of instructional time from 10% to 9%. Our behavioral goal will reduce the percent of students who receive two or more behavior referrals from 10% to 9% .

**Targets Supported**

- EWS
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Student Code of Conduct
- Truancy Reports

**Targeted Barriers to Achieving the Goal**

- Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions. We also need to decrease the percentage of students that have excessive unexcused absences.

**Plan to Monitor Progress Toward the Goal**

Review available data to make sure that stated strategies were successful and determine if they should be continued base on success for students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Attendance Reports Suspension Reports

**G9.** During the 2012 - 2013 school year 20% of our students were enrolled in a Advanced Academic Math or Science class. Our goal for the 2013 - 2014 school year is to have 22% of our students enrolled in an AP Math or Science class.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- AP Coordinator
- College Board

**Targeted Barriers to Achieving the Goal**

- In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

## Plan to Monitor Progress Toward the Goal

Review data to make sure that stated strategies were successful and determine if they should be continued based on success of students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Advanced Placement testing results

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 69% scored at level 3 or higher. Our goal for 2014 is 75% of our students will score level 3 or higher.

**G1.B1** The areas of deficiency for the Black and ED and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text (and/or) Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose (and/or) Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B1.S1** • Students will benefit from using multiple sources from content area informational text by analyzing real-world examples, such as newspaper or magazine editorials, manuals, and historical documents. • Students will work on strategies which help analyze the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Teachers will help ingrain the practice of justifying answers by going back to the text for support. • Students would benefit from a variety of activities which help identify methods of development (figurative and descriptive elements), and activities which reduce textual information to key points so that comparisons can be made across texts. Teachers should emphasize identifying words and clues words that signal relationships.

### Action Step 1

Will utilize multiple sources from content area information text by analyzing real-world examples Will provide strategies which help analyze the author's perspective, choice of words, and style Will use a variety of activities which help identify methods of development (figurative and descriptive elements)

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Mini assessments Fair data reports JRN data reports Reading Plus data reports Interim assessments

#### Facilitator:

Reading Department Chair

#### Participants:

Teachers

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provide for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Mini Assessments Fair data reports Reading Plus data reports JRN data reports Interim data reports

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

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

Administration Department Chair

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

monthly

#### **Evidence of Completion**

Fair data reports Reading Plus data reports JRN data reports Interim data reports

**G1.B2** The areas of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text (or) Reporting Category 3: Literary Analysis due to limited exposure to literary elements and figurative language.

**G1.B2.S1** • Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. • Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning. • Students would benefit from a variety of activities which help identify methods of development (figurative and descriptive elements), and activities which reduce textual information to key points so that comparisons can be made across texts. Teachers should emphasize identifying words and clues words that signal relationships.

### **Action Step 1**

Will provide practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Will utilize a variety of activities which help identify methods of development (figurative and descriptive elements).

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

Teachers

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

Weekly

#### **Evidence of Completion**

Mini assessments Fair data reports JRN data reports Reading Plus data reports Interim data reports

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

Review that teacher and students are complying with stated strategies and utilizing the resource that have been provided for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Mini assessments Fair data reports JRN data reports Reading Plus data reports Interim data reports

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

Assure that students are making progress utilizing the strategies and resource that have been provided for them.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Fair data reports Reading Plus data reports JRN data reports Interim data reports

**G1.B3** The area of deficiency for the ELL subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited command of the English language.

**G1.B3.S1** • Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms.

### Action Step 1

Will provide opportunities for students to determine meaning of words and phrases as they are used in text. Will use a variety of activities working with sets of words that are semantically related.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Mini Assessments Achieve 3000 data reports FAIR data reports CELLA data reports Interim data reports



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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Achieve 3000 data reports CELLA data reports FAIR data reports Interim data reports

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

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

Administration Department Chair

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

Monthly

#### **Evidence of Completion**

Acieve 3000 data reports CELLA data reports FAIR data reports Interim data reports

**G2.** On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.

**G2.B1** The areas of deficiency as evidenced by student writing performance during the 2012-13 school year, including students' inability to present detailed evidence, examples, and reasoning to support arguments.

**G2.B1.S1** Provide opportunities for students to present detailed evidence, writing samples and reasoning to support written arguments.

### **Action Step 1**

Have students write routinely for a range of tasks, purposes and audiences Will provide students with outstanding sample anchor papers to learn about focus, Organization, Support and Conventions. Provide one-on-one conferences with their students

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

Teachers

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

Weekly

#### **Evidence of Completion**

Writing Samples Baseline assessments Mid-year interim assessments

#### **Facilitator:**

Writing Liaison

#### **Participants:**

Teachers

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

Review that teachers are and students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Writing samples Baseline data Interim data

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Baseline data Interim data

**G3.** On the 2013 Algebra I and Geometry EOC 75% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 76% of our students to score a 3 or higher.

**G3.B1** Students with Disabilities and White students according to the results of the 2013 Algebra 1 EOC assessment, the area of greatest difficulty is Functions, Linear Equations and Inequalities. According to the 2013 Geometry EOC assessment, the area of greatest difficulty is Two Dimensional Geometry.

**G3.B1.S1** Provide students with opportunities to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables. Provide opportunities for students to practice the content so that they will be able to apply geometric concepts in modeling real-world situations.

### Action Step 1

Will provide students with opportunities to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables. Provide opportunities for students to practice the content so that they will be able to apply geometric concepts in modeling real-world situations.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

District Interim data reports Bi-weekly test results Nine week review tests

### Facilitator:

Math Department Chair

### Participants:

Teachers

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Bi-weekly tests Nine Week tests Interim Data reports

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

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

Administration

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

Monthly

#### **Evidence of Completion**

Bi-weekly tests Nine week tests Interim Assessments Data

**G4.** The result of the United States EOC was 51%. Our goal is to increase the number of students attaining a level 3 or higher from 51% to 56% for the 2013 - 2014 school year.

**G4.B1** According to the results of the 2013 United States EOC assessment, the areas of greatest difficulty for students were topics related to U.S. and Defense of the International Peace.

**G4.B1.S1** According to the results of the 2013 United States EOC assessment, the areas of greatest difficulty for students were topics related to U.S. and Defense of the International Peace.

**Action Step 1**

Will assure the: Mastery of U.S. History related EOC vocabulary Mastery of primary and secondary source interpretations Mastery of the interpretation of graphs, political cartoons, and other graphic representations

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Unit Exams Interim Report Data

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Unit Exams Interim assessments data

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

### Person or Persons Responsible

Administration Department Chair

### Target Dates or Schedule

Monthly

### Evidence of Completion

Unit Exams Interim Assessment data reports

**G5.** On the 2013 Biology EOC 74% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 77% of our students to score a 3 or higher.

**G5.B1** According to the results of the 2013 Biology I EOC, students had the most difficulty with the Molecular and Cellular Biology Strand.

**G5.B1.S1** In order increase the number of students reaching proficiency in these areas, students need to develop higher order thinking skills, rigor in all regular and honor level classes should be increased and reading and writing skills should be emphasized.

### Action Step 1

Will •Schedule laboratory experiments with both pre and post lab activities. Students will write lab reports with strong, evidence based conclusions. •Gizmos will be incorporated as a computer based lab experience. •Reading materials that relate science to current events will be utilized. •Students will learn to use both primary and secondary sources when conducting and reviewing science topics. •Students will have the opportunity to participate in enrichment opportunities, after school tutorials and science clubs.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Gizmos results Lab Reports Interim Assessment data

### Facilitator:

Science Department Chair

### Participants:

Teachers

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Department Chair

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

Bi-weekly

#### **Evidence of Completion**

Gizmos results Lab Reports Interim assessments data

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

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

Administration

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

Monthly

#### **Evidence of Completion**

Gizmos results Interim assessment data

**G6.** During the 2012 -2013 school year 82% of our students scored proficient when taking their industry certification test. Our goal for the 2013 - 2014 school year is for 83% of our students to score proficient.

**G6.B1** Student commitment to program course of study which leads to failure to complete industry certification.

**G6.B1.S1** CTE faculty members meet on a regular basis (either in- person or using technology) to review career trends, data, review strengths, challenges and opportunities: and correlate industry trends with career academies to maximize student success.

**Action Step 1**

Will keep up with career trends, current data, challenges and opportunities that correlate with industry trends.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Unit tests Practice Certification Tests

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Unit Tests Industry Certification data



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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

### Person or Persons Responsible

Department Chair

### Target Dates or Schedule

Monthly

### Evidence of Completion

Unit Tests Industry Certification Testing

**G7.** During the 2012-2013 school year our parent membership in the PTSA was 42%. Our goal for the 2013-2014 school year is to increase membership by 1% from 42% to 43%.

**G7.B1** Lack of membership by families living on the southern border of the school boundary.

**G7.B1.S1** Current PTSA members will call families to invite them to attend PTA/partner group programs, offering to coordinate transportation or arrange to meet them at the school.

### Action Step 1

Will reach out to new families and non PTSA member to invite them to join and participate in school activities.

### Person or Persons Responsible

PTSA Administration

### Target Dates or Schedule

Weekly

### Evidence of Completion

Membership Drive

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

Review that strategies to increase PTSA membership are being utilized.

**Person or Persons Responsible**

PTSA Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Membership Drive

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

Assure that the PTSA membership committee is utilizing strategies and resources provided to them.

**Person or Persons Responsible**

PTSA Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PTSA Membership

**G8.** Our goal for the 13-14 school year is to decrease the % of students missing 10% or more of instructional time from 10% to 9%. Our behavioral goal will reduce the percent of students who receive two or more behavior referrals from 10% to 9% .

**G8.B1** Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions. We also need to decrease the percentage of students that have excessive unexcused absences.

**G8.B1.S1** Administration and Student Services will identify students who may be developing a pattern of non-attendance. These students will then be referred to the Truancy Team. The administrative team will also utilize the Student Code of Conduct by providing incentives for compliance.

### **Action Step 1**

Will identify students who are at risk of developing patterns of non attendance and non compliance with the Student Code of Conduct.

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

Student Services

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

weekly

#### **Evidence of Completion**

Attendance Reports Suspension Reports

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

Will review that students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Administration Student Services

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

Bi-weekly

#### **Evidence of Completion**

Attendance Reports Suspension Reports

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Attendance Reports Suspension Reports

**G9.** During the 2012 - 2013 school year 20% of our students were enrolled in a Advanced Academic Math or Science class. Our goal for the 2013 - 2014 school year is to have 22% of our students enrolled in an AP Math or Science class.

**G9.B1** In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

**G9.B1.S1** •A wide variety of AP science and math courses will be offered. •Multiple enrichment opportunities, such as those described above, will be offered to students. •Data from classroom and interim assessments will be monitored and analyzed to review student progress and to monitor fidelity. •Instructors will conduct data chats with students to review their progress and to monitor participation cross curriculum projects. •Teachers will attend AP workshops in their content areas.

### Action Step 1

Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

weekly

### Evidence of Completion

Mini Assessments Quarterly Exams

### Facilitator:

College Board Instructors

### Participants:

Advanced Placement Teachers

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

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

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

Department Chairs

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

Bi-Weekly

#### **Evidence of Completion**

Mini Assessments Quarterly Exams

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

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

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

Administration Department Chair

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

Monthly

#### **Evidence of Completion**

Mini Assessments Quarterly Exams

## 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 II

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

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

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students 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)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading

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 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.

#### Nutrition Programs

- Qualified students are provided with free or reduced price lunch meals on a daily basis
- breakfast is provided free to all students on a daily basis
- during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and

EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

#### Adult Education

- Students are provided the opportunity to attend Adult Education courses in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation

#### Career and Technical Education

- Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

## 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.** On the 2013 FCAT 2.0 69% scored at level 3 or higher. Our goal for 2014 is 75% of our students will score level 3 or higher.

**G1.B1** The areas of deficiency for the Black and ED and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text (and/or) Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose (and/or) Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B1.S1** • Students will benefit from using multiple sources from content area informational text by analyzing real-world examples, such as newspaper or magazine editorials, manuals, and historical documents. • Students will work on strategies which help analyze the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Teachers will help ingrain the practice of justifying answers by going back to the text for support. • Students would benefit from a variety of activities which help identify methods of development (figurative and descriptive elements), and activities which reduce textual information to key points so that comparisons can be made across texts. Teachers should emphasize identifying words and clues words that signal relationships.

### PD Opportunity 1

Will utilize multiple sources from content area information text by analyzing real-world examples Will provide strategies which help analyze the author's perspective, choice of words, and style Will use a variety of activities which help identify methods of development (figurative and descriptive elements)

#### Facilitator

Reading Department Chair

#### Participants

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Mini assessments Fair data reports JRN data reports Reading Plus data reports Interim assessments



**G2.** On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.

**G2.B1** The areas of deficiency as evidenced by student writing performance during the 2012-13 school year, including students' inability to present detailed evidence, examples, and reasoning to support arguments.

**G2.B1.S1** Provide opportunities for students to present detailed evidence, writing samples and reasoning to support written arguments.

### **PD Opportunity 1**

Have students write routinely for a range of tasks, purposes and audiences Will provide students with outstanding sample anchor papers to learn about focus, Organization, Support and Conventions. Provide one-on-one conferences with their students

#### **Facilitator**

Writing Liaison

#### **Participants**

Teachers

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

Weekly

#### **Evidence of Completion**

Writing Samples Baseline assessments Mid-year interim assessments

**G3.** On the 2013 Algebra I and Geometry EOC 75% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 76% of our students to score a 3 or higher.

**G3.B1** Students with Disabilities and White students according to the results of the 2013 Algebra 1 EOC assessment, the area of greatest difficulty is Functions, Linear Equations and Inequalities. According to the 2013 Geometry EOC assessment, the area of greatest difficulty is Two Dimensional Geometry.

**G3.B1.S1** Provide students with opportunities to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables. Provide opportunities for students to practice the content so that they will be able to apply geometric concepts in modeling real-world situations.

### **PD Opportunity 1**

Will provide students with opportunities to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations in two variables. Provide opportunities for students to practice the content so that they will be able to apply geometric concepts in modeling real-world situations.

#### **Facilitator**

Math Department Chair

#### **Participants**

Teachers

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

Weekly

#### **Evidence of Completion**

District Interim data reports Bi-weekly test results Nine week review tests

**G5.** On the 2013 Biology EOC 74% of our students scored a 3 or higher. Our goal for the 2013 - 2014 school year is for 77% of our students to score a 3 or higher.

**G5.B1** According to the results of the 2013 Biology I EOC, students had the most difficulty with the Molecular and Cellular Biology Strand.

**G5.B1.S1** In order increase the number of students reaching proficiency in these areas, students need to develop higher order thinking skills, rigor in all regular and honor level classes should be increased and reading and writing skills should be emphasized.

### **PD Opportunity 1**

Will •Schedule laboratory experiments with both pre and post lab activities. Students will write lab reports with strong, evidence based conclusions. •Gizmos will be incorporated as a computer based lab experience. •Reading materials that relate science to current events will be utilized. •Students will learn to use both primary and secondary sources when conducting and reviewing science topics. •Students will have the opportunity to participate in enrichment opportunities, after school tutorials and science clubs.

#### **Facilitator**

Science Department Chair

#### **Participants**

Teachers

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

Weekly

#### **Evidence of Completion**

Gizmos results Lab Reports Interim Assessment data

**G9.** During the 2012 - 2013 school year 20% of our students were enrolled in a Advanced Academic Math or Science class. Our goal for the 2013 - 2014 school year is to have 22% of our students enrolled in an AP Math or Science class.

**G9.B1** In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

**G9.B1.S1** •A wide variety of AP science and math courses will be offered. •Multiple enrichment opportunities, such as those described above, will be offered to students. •Data from classroom and interim assessments will be monitored and analyzed to review student progress and to monitor fidelity. •Instructors will conduct data chats with students to review their progress and to monitor participation cross curriculum projects. •Teachers will attend AP workshops in their content areas.

### **PD Opportunity 1**

Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.

#### **Facilitator**

College Board Instructors

#### **Participants**

Advanced Placement Teachers

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

weekly

#### **Evidence of Completion**

Mini Assessments Quarterly Exams

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.	\$2,000
Total		\$2,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	\$2,000	\$2,000
Total	\$2,000	\$2,000

### Budget Details

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

**G2.** On the 2013 Writing FCAT 78% of our students scored a 3.5 or higher. Our goal for the 2013 - 2014 school year is for 80% of our students to score a 3.5 or higher.

**G2.B1** The areas of deficiency as evidenced by student writing performance during the 2012-13 school year, including students' inability to present detailed evidence, examples, and reasoning to support arguments.

**G2.B1.S1** Provide opportunities for students to present detailed evidence, writing samples and reasoning to support written arguments.

#### Action Step 1

Have students write routinely for a range of tasks, purposes and audiences Will provide students with outstanding sample anchor papers to learn about focus, Organization, Support and Conventions. Provide one-on-one conferences with their students

#### Resource Type

Evidence-Based Program

#### Resource

The funding will be used to support the writing program for 10th graders. The writing liasion will provide workshops for all 10th grade students.

#### Funding Source

EESAC

#### Amount Needed

\$2,000

**G9.** During the 2012 - 2013 school year 20% of our students were enrolled in a Advanced Academic Math or Science class. Our goal for the 2013 - 2014 school year is to have 22% of our students enrolled in an AP Math or Science class.

**G9.B1** In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

**G9.B1.S1** •A wide variety of AP science and math courses will be offered. •Multiple enrichment opportunities, such as those described above, will be offered to students. •Data from classroom and interim assessments will be monitored and analyzed to review student progress and to monitor fidelity. •Instructors will conduct data chats with students to review their progress and to monitor participation cross curriculum projects. •Teachers will attend AP workshops in their content areas.

**Action Step 1**

Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

EESAC

**Amount Needed**

\$0