# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Miami Carol City Senior High

3301 MIAMI GARDENS DR
Miami Gardens, FL 33056
305-621-5681
http://mccsh.dadeschools.net/

## School Demographics

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

## School Grades History

| **2013-14** | **2012-13** | **2011-12** | **2010-11** | **2009-10** |
|---|---|---|---|---|
| NOT GRADED | B | C | C | D |

## 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

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**

Miami Carol City Senior High

**Principal**

Ja Marv R. Dunn

**School Advisory Council chair**

David Wood

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

| Name | Title |
|------|-------|
| Ja Marv Dunn | Principal |
| Adalys Homma | Vice Principal |
| Andy Harrison | Assistant Principal |
| Mimose Morgan-Rose | Assistant Principal |
| Stpehens Cylde Jr. | Assistant Principal |
| Frideline Bruno | Math Coach |
| Starheema Greene-White | Reading Coach |
| Serge Jean-Charles | Science Coach/Test Chairperson |
| Odette Powell | Reading Coach |
| Felicia Robinson | Math Coach |
| Kathy Alexander | SLC Coordinator |
| Natalia Gibson-Smith | Graduation Coach |

### District-Level Information

**District**

Dade

**Superintendent**

Mr. Alberto M Carvalho

**Date of school board approval of SIP**

12/11/2013

## School Advisory Council (SAC)

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

### Membership of the SAC

principal -1, adult ed. principal - 1, UTD steward – 1, teachers – 8, adult ed. teacher - 1, educational support - 1, parents – 6, students – 4, adult ed. student - 1, BCR – 7, plus alternates.

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

The SAC collaborates and writes the draft version of the SIP. The SAC will meet monthly to review the SIP and recommend any necessary changes. The SAC will approve the final SIP to be submitted to the school district for final approval.

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

The SAC will meet once per month, along with any necessary special meetings as scheduled. In addition to developing and finalizing the SIP; the SAC also monitors the actions and strategies described in the SIP and conducts mid-year and end-of-year reviews. The SAC reviews and monitors the school's academic programs and overall operations to make decisions as the governing body.

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

The SAC will use funds to:
- Principal Incentives and Rewards for student Achievement
- Supplemental Materials for interventions in Reading, Math, Science and Social Studies

**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:**

| Ja Marv R. Dunn | | |
|---|---|---|
| Principal | Years as Administrator: 13 | Years at Current School: 3 |

| | |
|---|---|
| **Credentials** | Bachelors, Business Management<br>Masters of Science, Elementary Education<br>Specialist, Educational Leadership<br>Elem Ed, Ed Leadership |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, 29%<br>Math Proficiency, 43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains,76 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO – 35<br>Math AMO– 32<br>2012 – School Grade-C<br>Rdg. Proficiency, 23%<br>Math Proficiency, 32%<br>Rdg. Lrg. Gains, 52 points<br>Math Lrg. Gains, 44 points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% - 51 points<br>Rdg. AMO – 29<br>Math AMO– 25<br>'11 '10 '09<br>School Grade- C D D<br>High Standards-Rdg. 19 17 20<br>High Standards-Math 51 47 50<br>Lrng. Gains-Rdg. 41 35 38<br>Lrng. Gains-Math 60 73 72<br>Gains-R-25 55 44 43<br>Gains-M-25 55 65 72 |

| Clyde Stephens Jr. | | |
|---|---|---|
| Asst Principal | Years as Administrator: 17 | Years at Current School: 5 |

| | |
|---|---|
| **Credentials** | B.S.—Florida Agricultural and Mechanical University<br>M.Ed.—Nova Southeastern University<br>Physical Ed, PE K-8, Ed Leadership |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, 29%<br>Math Proficiency, 43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains,76points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO –35<br>Math AMO–32<br>2012 – School Grade-C<br>Rdg. Proficiency, 23%<br>Math Proficiency, 32%<br>Rdg. Lrg. Gains, 52 points<br>Math Lrg. Gains, 44points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% - 51 points<br>Rdg. AMO – 29<br>Math AMO–25<br>'11 '10'09<br>School Grade- C D B<br>High Standards-Rdg 19 18 48<br>High Standards-Math 51 58 79<br>Lrng. Gains-Rdg. 41 37 57<br>Lrng. Gains-Math 60 72 78<br>Gains-R-25 55 45 56<br>Gains-M-25 69 76 70 |

| Mimose Morgan-Rose | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | B.S. Biology<br>Masters of Science Ed. Leadership |
| **Performance Record** | 2013 – School Grade -B<br>Rdg. Proficiency, 29%<br>Math Proficiency,43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 76 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO – 35<br>Math AMO– 32<br>2012 – School Grade-<br>Rdg. Proficiency, __%<br>Math Proficiency, __%<br>Rdg. Lrg. Gains, points<br>Math Lrg. Gains, _points<br>Rdg. Imp. of Lowest 25% - points<br>Math Imp. of Lowest 25% - points<br>Rdg. AMO –__<br>Math AMO–__<br>'11 '10 '09<br>School Grade- C D F<br>AYP N N N<br>High Standards-Rdg 26 21 24<br>High Standards-Math 53 55 56<br>Lrng. Gains-Rdg. 43 38 45<br>Lrng. Gains-Math 71 70 73<br>Gains-R-25 54 51 54<br>Gains-M-25 74 71 77 |

| Andy Harrison | | |
|---|---|---|
| Asst Principal | Years as Administrator: 9 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | Associate-Arts<br>Bachelor-Elem. Ed.<br>Master-Ed Leadership.<br>Certifications/Endorsements:<br>Elem. Ed, ESOL,<br>MG Mathematics,<br>Ed. Leadership |
| **Performance Record** | Ele2013 – School Grade- B<br>Rdg. Proficiency, 29%<br>Math Proficiency, 43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 76 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% -<br>_78 points<br>Rdg. AMO – 35<br>Math AMO– 32<br>2012 – School Grade-C<br>Rdg. Proficiency, 29%<br>Math Proficiency, 28%<br>Rdg. Lrg. Gains, 58 points<br>Math Lrg. Gains, 59 points<br>Rdg. Imp. of Lowest 25% - 72 points<br>Math Imp. of Lowest 25% - 70 points<br>Rdg. AMO – 34<br>Math AMO– 32<br>'11 '10 '09<br>School Grade- D C C<br>AYP N N N<br>High Standards-Rdg 35 42 32<br>High Standards-Math 35 70 70<br>Lrng. Gains-Rdg. 52 58 57<br>Lrng. Gains-Math 52 82 50<br>Gains-R-25 69 72 59<br>Gains-M-25 58 70 56 |

| Adalys Homma | | |
|---|---|---|
| Asst Principal | Years as Administrator: 8 | Years at Current School: 3 |

| | |
|---|---|
| **Credentials** | Bachelor of Science<br>Master of Science<br>Educational Specialist<br>Elementary Ed, ESOL, Primary Ed, Ed Leadership |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, 29%<br>Math Proficiency, 43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 76 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO – 35<br>Math AMO– 32<br>2012 – School Grade-C<br>Rdg. Proficiency, 23%<br>Math Proficiency, 32%<br>Rdg. Lrg. Gains, 52 points<br>Math Lrg. Gains, 44 points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% -51 points<br>Rdg. AMO – 29<br>Math AMO– 25<br>'11 '10 '09<br>School Grade- B D C<br>High Standards-Rdg. 19 19 35<br>High Standards-Math 54 55 70<br>Lrng. Gains-Rdg. 39 37 45<br>Lrng. Gains-Math 65 73 76<br>Gains-R-25 48 46 41<br>Gains-M-25 71 74 74 |

**Instructional Coaches**

| **# of instructional coaches** |
|---|
| 5 |

| **# receiving effective rating or higher** |
|---|
| (not entered because basis is < 10) |

| **Instructional Coach Information:** |
|---|

| **Starsheema Greene** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 6 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | B.S. Professional Ad.<br>M.S. Exceptional Ed.<br>Cert.<br>ESE K-12<br>Reading K-12 |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, 29%<br>Math Proficiency, 43%<br>Rdg. Lrg. Gains, 57 points<br>Math Lrg. Gains, 76 points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO – 35<br>Math AMO– 32<br>2012 – School Grade-C<br>Rdg. Proficiency, 23%<br>Math Proficiency, 32%<br>Rdg. Lrg. Gains, 52 points<br>Math Lrg. Gains, 44points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% - 51 points<br>Rdg. AMO – 29<br>Math AMO– 25<br>'11 '10 '09<br>School Grade- C D D<br>High Standards-Rdg. 19 18 16<br>High Standards-Math 51 58 54<br>Lrng. Gains-Rdg. 41 37 75<br>Lrng. Gains-Math 60 72 12<br>Gains-R-25 52 45 52<br>Gains-M-25 |

| Serge Jean-Charles | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Science |
| **Credentials** | BS. Biochemistry and Molecular Biology<br>Cert.<br>Biology 9-12<br>Integrated<br>Curriculum |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, _29_%<br>Math Proficiency, _43_%<br>Rdg. Lrg. Gains, 57__ points<br>Math Lrg. Gains, _76_points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO –_35_<br>Math AMO–_32_<br>2012 – School Grade- C<br>Rdg. Proficiency, 26 %<br>Math Proficiency, _48_%<br>Rdg. Lrg. Gains, 56 points<br>Math Lrg. Gains, _74_points<br>Rdg. Imp. of Lowest 25% - 85 points<br>Math Imp. of Lowest 25% - 65 points<br>Rdg. AMO –__<br>Math AMO–__<br>'11 '10 '09<br>School Grade- C D D<br>High Standards-Rdg. 17 17 20<br>High Standards-Math 46 47 50<br>Lrng. Gains-Rdg. 35 38 40<br>Lrng. Gains-Math 63 72 73<br>Gains-R-25 44 43 51<br>Gains-M-25 65 72 75 |

| **Frideline Bruno** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 3 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | BS Math Education<br>MS Math Education<br>Cert. Mathematics 6-12 |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, _29_%<br>Math Proficiency, _43_%<br>Rdg. Lrg. Gains, 57__ points<br>Math Lrg. Gains, _76_points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO –_35_<br>Math AMO–_32_<br>2012 – School Grade-C<br>Rdg. Proficiency, _23_%<br>Math Proficiency, _32_%<br>Rdg. Lrg. Gains, 52 points<br>Math Lrg. Gains, _44_points<br>Rdg. Imp. of Lowest 25% - 62 points<br>Math Imp. of Lowest 25% - 51 points<br>Rdg. AMO –_29_<br>Math AMO–_25<br>'11 '10 '09<br>School Grade- D C D<br>High Standards-Rdg. 16 16 17<br>High Standards-Math 47 56 51<br>Lrng. Gains-Rdg. 34 40 39<br>Lrng. Gains-Math 59 74 77<br>Gains-R-25 48 49 54<br>Gains-M-25 58 74 80 |

| Odette Powell | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 5 | Years at Current School: 2 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | B.S. Social Work<br>M.S. Special Ed.<br>Cert.<br>Social Work<br>Special Ed<br>Reading/ESOL Endorsement |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, _29_%<br>Math Proficiency, _43_%<br>Rdg. Lrg. Gains, 57__ points<br>Math Lrg. Gains, _76_points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO –_35_<br>Math AMO–_32_<br>2012 – School Grade- C<br>Rdg. Proficiency, __%<br>Math Proficiency, __%<br>Rdg. Lrg. Gains, points<br>Math Lrg. Gains, __points<br>Rdg. Imp. of Lowest 25% - points<br>Math Imp. of Lowest 25% - points<br>Rdg. AMO –__<br>Math AMO–__<br>'11 '10 '09<br>School Grade- C F C<br>High Standards-Rdg. 44 29 38<br>High Standards-Math 33 31 37<br>Lrng. Gains-Rdg. 62 51 67<br>Lrng. Gains-Math 60 55 68<br>Gains-R-25 80 68 84<br>Gains-M-25 71 59 74 |

| **Felicia Robinson** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 2 |

| **Areas** | Mathematics |
|---|---|
| **Credentials** | BS. Mathematics<br>MS. Math Education<br>Ed S Educational Leadership<br>Cert. Mathematics 6-12 |
| **Performance Record** | 2013 – School Grade- B<br>Rdg. Proficiency, _29_%<br>Math Proficiency, _43_%<br>Rdg. Lrg. Gains, 57__ points<br>Math Lrg. Gains, _76_points<br>Rdg. Imp. of Lowest 25% - 69 points<br>Math Imp. of Lowest 25% - 78 points<br>Rdg. AMO –_35_<br>Math AMO–_32_<br>2012 – School Grade- C<br>Rdg. Proficiency, _27_%<br>Math Proficiency, _33_%<br>Rdg. Lrg. Gains, 33 points<br>Math Lrg. Gains, 54 points<br>Rdg. Imp. of Lowest 25% - 63 points<br>Math Imp. of Lowest 25% - 69 points<br>Rdg. AMO –__<br>Math AMO–_<br>'11 '10 '09<br>School Grade- C<br>High Standards-Rdg. 19 33 31<br>High Standards-Math 54 69 68<br>Lrng. Gains-Rdg. 39 47 53<br>Lrng. Gains-Math 65 73 75<br>Gains-R-25 48 46 56<br>Gains-M-25 71 67 70 |

**Classroom Teachers**

**# of classroom teachers**
110

**# receiving effective rating or higher**
110, 100%

**# Highly Qualified Teachers**
46%

**# certified in-field**
51, 46%

**# ESOL endorsed**
13, 12%

**# reading endorsed**
15, 14%

**# with advanced degrees**
47, 43%

**# National Board Certified**
1, 1%

**# first-year teachers**
10, 9%

**# with 1-5 years of experience**
18, 16%

**# with 6-14 years of experience**
44, 40%

**# with 15 or more years of experience**
38, 35%

## Education Paraprofessionals

**# of paraprofessionals**
9

**# Highly Qualified**
9, 100%

## 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**

Recruitment Fair/ Teacher Referral - Ja MarvDunn, Principal
Professional Development - Clyde Stephens Jr.
Best Practices Workshops – Clyde Stephens Jr./Felicia Robinson
Teacher Mentorship Program – Adalys Homma

## 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**

Miami Carol City SHS program is two-tiered. Through the District's Mentoring and Induction of New Teachers Program (MINT), each first year teacher is assigned a mentor from the school that has

received mentor training through the District. The mentees are paired with mentors with the same area of certification or who teach the same grade level. Mentors and mentees must amass at least thirty-five contact hours.

The second tier of the Miami Carol City SHS Mentoring Program is the monthly New Teacher's meeting held after school. These sessions provide additional support and provide relevant in-house Professional Development to the mentees. The mentees are also afforded the opportunity to observe their mentors and other veteran teachers.

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

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

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

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

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

JaMarv Dunn, Principal: Provides a common vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Adalys Homma, Vice-Principal: Directs the execution of the Principal's vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Andy Harrison, Mimose Morgan-Rose and Clyde Stephens Jr., Assistant Principals: Directs the execution of the Principal's vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Instructional Coaches: Starsheema Green-White (Reading), Odette Powell (Reading), Frideline Bruno (Math), Felicia Robinson (Math) and Serge Jean-Charles(Science):
Provide and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

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

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

general education teachers through such activities as co-teaching.

Instructional Coaches in the areas of Mathematics, Reading, Science, and Writing: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision-making activities.

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

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

1. The leadership team will implement a school wide survey to assess faculty knowledge on the MTSS/RtI
process.
2. MTSS/RtI coordinator will provide initial training to selected staff on the MTSS/RtI principles and procedures.
3. The MTSS leadership team will monitor and adjust the school's academic and behavioral goals through data
gathering and data analysis.
4. The leadership team will monitor the fidelity of the delivery of instruction and intervention.
5. The leadership team will provide levels of support and interventions to students based on data.
6. The leadership team will consider data the end of year Tier 1 problem solving.

**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**

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic
Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures

- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- EOC
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
Referrals to special education programs

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

A plan will be created to ensure MTSS is supported by:
- Providing administrative support
- Selecting the right personnel to monitor the system
Create a system that will provide feedback and communicate with all stakeholders

## 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:** 4,320 |

-Saturday Academy
*classes are designed to target students by data
-Before and After School Tutoring
* City Year tutor
* Interventionist
-Push-In Intervention in Reading, Mathematics and Science
-Ongoing Professional Development Activities for all subject areas
-Accelerated Courses
*Dual Enrollment 9th period (afterschool)
-Math
* David Essner
* Mu Alpha Theta
* In-house competitions
-Science
* Fairchild Challenge
* Green School
* SECME
-Science/CTE
*NASCAR Ten80 challenge

### Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

The Leadership Team meets weekly and disgeggrate data for all assessment data. Data chats are then conducted per departments with the assigned administrator and the assigned instructional coaches to then collaborate on the next action steps to address deficient

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

Administrators, Instructional Coaches and Teachers

## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Ja Marv Dunn | Principal |
| Adalys Homma | Vice Principal |
| Andy Harrison | Assistant Principal |
| Mimose Morgan-Rose | Assistant Principal |
| Clyde Stephens Jr. | Assistant Principal |

| Name | Title |
|------|-------|
| StarsheemGreene-White | Reading Coach |
| Odette Powell | Reading Coach |
| Serge Jean-Charles | Science Coach/Test Chairperson |
| Frideline Bruno | Math Coach |
| Felicia Roinson | Math Coach |
| Kathy Alexander | SLC Coordinator |
| Maria Alfonso | SPED Department Chairperson |
| David Wood | Media Specialist |
| Denise Thomas | Activities Director |
| Harold Barnwell | Dean of Students |

**How the school-based LLT functions**

The LLT meets every other week. As an educational leader, the principal aligns the school's culture and vision with the state's focus on literacy achievement. The principal guides the LLT in gathering, analyzing and interpreting school data, establishing goals based on the data, developing strategies to achieve the literacy goals, and measuring the success of the school literacy plan. Reading coaches support the implementation of the school literacy plan by providing teachers with school-wide literacy/instructional strategies in both reading and writing, helping teachers analyze data for instructional decision-making, assisting teachers in differentiating instruction, suggesting appropriate resources, providing technical support to teachers, and observing, providing feedback and modeling effective lessons. The LLT supports the implementation of the established school-wide BIG GOALS in each content area. The goals are supported by establishing measures of success, supporting teachers in implementing literacy strategies, ensuring that literacy remain a priority, monitoring and reviewing the implementation of the school literacy plan. The School-Wide Literacy Plan encourages teachers to support Accelerated Reader/Book Adventures by implementing independent reading goals for all students in each literacy class and supporting non-content area instructors in implementing at least one content specific reading activity per week. Additionally, each content area class will engage students in at least one writing activity that correlates with the School-Wide writing plan. The Instructional Coaches for each content area will support identified teachers and non-content area teachers in implementing specific literacy and instructional systems to reach the School-Wide
goal.

**Major initiatives of the LLT**

The major initiatives will involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective best practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the LLT will oversee the implementation of Accelerated Reader/Book Adventures with all students, the Reading Book Fair, the opening of a Poetry
Café- spoken word, preparation for literacy night, creative writing magazine, School-Wide word of the week, literacy week, and the implementation of literacy blogs.

**Every Teacher Contributes to Reading Instruction**

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

Teachers participate in professional development activities that emphasize differentiated instruction, provide guidance with the interpretation of FCAT and Interim Assessment Data and appropriate instructional material alignment to enhance small group instruction. Individual students' test scores are distributed to the teachers. Every department adopts a reading benchmark and teachers incorporate the benchmark in their lesson plans and instruction following the school wide Reading Focus Calendar.
• Instructional Reading Coaches will collaborate with instructional Math and Science Coaches to provide a series of professional development sessions to incorporate reading and writing strategies across the curriculum.
• Each instructional coach will carefully guide teachers in the implementation of reading and writing strategies that their respective department is assigned.
• Each department will develop a departmentalized activity that is aligned with their content and the assigned reading and writing strategy.
• Each department will promote independent reading and Accelerated Reading goals.

## 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**

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and opportunities

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

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy and Small Learning Community (SLC) Model
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and core teachers plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and relevant opportunities

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

Students who indicate an interest in postsecondary education, but have test scores that reveal a need for additional preparation, will be offered a postsecondary readiness curriculum. Teachers will work collaboratively to implement End-Of-Course exams for the high schools' postsecondary readiness courses.
All ninth grade students are enrolled in an academy upon their entry into Miami Carol City Senior High School. Each ninth grade academy course will provide instruction and research on career development and postsecondary endeavors. Students will research career offerings and the necessary education requirements. They are also given exposure to all the career academies at the school.
The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This

will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/ or school. Miami Carol City Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds. The Sunshine State Standards are focused on creating a greater emphasis on math preparedness. We will continue to encourage students to take AP or Dual Enrollment (DE) classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for the Bright Futures Scholarship Program.

Throughout the school year, numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Miami Carol City alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.

Miami-Dade College representatives visit the school campus continuously to assist students with applications and testing information. In addition, the University of Miami and Florida International University conduct two financial aid workshops. An annual college fair is offered where parents, students and community members have an opportunity to participate in the college admissions process. Miami Carol City has a high percentage of graduates in Florida's public postsecondary institutions and state community and/or state universities. This is due in part by the awareness our College Assistance Program (CAP). Once a month the school CAP counselor creates and distributes a newsletter with college visitation information, scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

Miami Carol City Senior High School also has collegiate programs that infuse best practices and life skills to increase the probability of student success in a post secondary environment. College Summit is one such organization that provides our students the opportunity to set goals and realize a path to obtain that goal. The UF Alliance is also an organization offered at Miami Carol City that gives our students the opportunity to visit a college campus and participate in collegiate activities.

# 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 | 35% | 28% | No | 42% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 34% | 26% | No | 41% |
| Hispanic | 43% | 37% | Yes | 49% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 25% | 15% | No | 33% |
| Economically disadvantaged | 36% | 27% | No | 42% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 150 | 17% | 28% |
| Students scoring at or above Achievement Level 4 | 78 | 9% | 14% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | *[data excluded for privacy reasons]* | 26% |
| Students scoring at or above Level 7 | | *[data excluded for privacy reasons]* | 37% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | | 57% | 61% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 69% | 72% |

**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) | 23 | 40% | 46% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 13 | 22% | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 12 | 20% | 28% |

**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. | | 60% | 64% |

## 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 | 240 | 53% | 58% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 0% |

## Area 3: Mathematics

**Elementary and Middle School Mathematics**

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 32% | 43% | Yes | 39% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 31% | 43% | Yes | 38% |
| Hispanic | 39% | 46% | Yes | 45% |
| White | | | | |
| English language learners | 39% | 27% | No | 45% |
| Students with disabilities | 23% | 19% | No | 30% |
| Economically disadvantaged | 33% | 44% | Yes | 39% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | *[data excluded for privacy reasons]* | | 0% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 0% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 21% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 42% |

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | | 69% | 72% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 78% | 80% |

**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 | 32% | 43% | Yes | 39% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 31% | 43% | Yes | 38% |
| Hispanic | 39% | 46% | Yes | 45% |
| White | | 0% | | |
| English language learners | 39% | 27% | No | 45% |
| Students with disabilities | 23% | 19% | No | 30% |
| Economically disadvantaged | 33% | 44% | Yes | 39% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 21% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 42% |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) |  | 69% | 72% |
| Students in lowest 25% making learning gains (EOC) |  | 78% | 80% |

**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. |  | 30% | 37% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 133 | 33% | 37% |
| Students scoring at or above Achievement Level 4 | 43 | 11% | 12% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 132 | 29% | 34% |
| Students scoring at or above Achievement Level 4 | 34 | 8% | 9% |

## Area 4: Science

### High School Science

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 0% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 0% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 151 | 32% | 37% |
| Students scoring at or above Achievement Level 4 | 35 | 7% | 9% |

## 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) | 15 |  | 16 |
| Participation in STEM-related experiences provided for students | 65 | 16% | 35% |

**High Schools**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | 69 | 12% | 20% |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses |  | 6% | 10% |
| Students taking one or more advanced placement exams for STEM-related courses | 115 | 16% | 25% |
| CTE-STEM program concentrators |  |  |  |
| Students taking CTE-STEM industry certification exams | 69 | 10% | 20% |
| Passing rate (%) for students who take CTE-STEM industry certification exams |  | 4% | 10% |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 199 | 25% | 35% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 147 | 21% | 35% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses |  | 92% | 97% |
| Students taking CTE industry certification exams | 560 | 82% | 92% |
| Passing rate (%) for students who take CTE industry certification exams |  | 65% | 80% |
| CTE program concentrators | 714 | 68% | 90% |
| CTE teachers holding appropriate industry certifications | 9 | 98% | 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 | 481 | 26% | 25% |
| Students in ninth grade with one or more absences within the first 20 days | 0 | 0% | 0% |
| Students in ninth grade who fail two or more courses in any subject | 79 | 18% | 17% |
| Students with grade point average less than 2.0 | 376 | 22% | 21% |
| Students who fail to progress on-time to tenth grade | 2 | 0% | 0% |
| Students who receive two or more behavior referrals | 469 | 27% | 26% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 599 | 33% | 32% |

### Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 22 | 1% | 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) | 252 | 82% | 84% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 77 | 78% | 80% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 310 | 64% | 66% |

## 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

Our goal for the 2013-2014 school year is to increase parental involvement by 10%.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Parent's of students that are making gradual progress and of the students that are problematic in the learning institution. | 700 | 35% | 45% |

## Area 10: Additional Targets

### Additional targets for the school

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Goals Summary

**G1.** The results of the 2013 FCAT Reading Test indicate that 28% (236) of students achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 and above student proficiency by 9 percentage points to 37%.

**G2.** The results of the 2013 FCAT Reading Test indicate that 57% of students made Learning Gains. Our goal for the 2013-2014 school year is to increase Learning Gains by ten percentage points to 67%.

**G3.** According to the 2013 CELLA 40% (23) of the ELL population met proficiency in Listening/ Speaking, 22% (13) in Reading and 20% (13) in Writing. The goal for 2014 is to increase proficiency in Listen/Speaking by 5%, Reading by 3% and Writing by 3%.

**G4.** The results from the 2013 FCAT Writing Assessment indicate that 53% (240) of students achieved Level 3.5 proficiency. Our goal for 2013-2014 school year is to increase Level 3.5 student proficiency by 14%.

**G5.** The results of the 2013 Algebra EOC Assessment indicate that 33% (133) of our students scored a level 3 and 11% (43) scored a level 4 or above. Our goal is to increase the number of student making a level 3 and 4 (or above) by 3% and 4% respectively.

**G6.** The results of the 2013 Algebra 1 EOC test revealed that approximately 163 eleven grade students still need to pass the Algebra 1 EOC. Our goal is to have 25% of these students pass.

**G7.** During the 2012-2013 school years, 13% of our students were college ready in Mathematics. Our goal is increase to 20%.

**G8.** The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%.

**G9.** According to the results of the 2013 Biology I EOC, students scoring at level 3 was 32% (151). Our goal is to have all Level 3s to increase by 8% from 32% passing to 40%.

**G10.** According to the results of the 2013 Biology I EOC, students scoring at or above level 4 was 7%(35). Our goal is increase students scoring at or above Level 4 by 5% for an overall average of 12%.

**G11.** As part of the STEM Initiative, we want to double the number of students (level 3s and up) from last year, who will participate in STEM related activities.

**G12.** Our Goal for enrolling students in on or more accelerated STEM-related courses will increase by 8%

**G13.** Our goal is to increase students taking one or more advanced placement exam for STEM-related courses by 9%.

**G14.** Our goal for the 2013-2014 school year is to increase students enrolling in one or more CTE course by 10%.

**G15.** The anticipated goal for the 2013-2014 school is that 35% of our students will score at a level 3 proficiency.

**G16.** Decrease the number of students with 10% or more of missing instructional time, those who receive two or more behavioral referrals, and those students who fail Language Arts, Math, or two or more subjects.

**G17.** Our goal for the 2013-2014 school year is to increase the 4 year graduation by 6%.

## Goals Detail

**G1.** The results of the 2013 FCAT Reading Test indicate that 28% (236) of students achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 and above student proficiency by 9 percentage points to 37%.

### Targets Supported

- Reading (FCAT2.0)

### Resources Available to Support the Goal

- Professional Development opportunities

### Targeted Barriers to Achieving the Goal

- There is limited evidence of a system to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction.

- There is limited evidence of purposeful and consistent implementation of differentiated instruction and teachers deeply understanding how to align differentiated instruction resources to the core text and instruction to target students' specific needs.

- There is limited evidence of higher order questioning techniques, leading to a rigorous end product.

**Plan to Monitor Progress Toward the Goal**

Monitor student's end products to ensure lessons are aligned to meet student's deficiencies during instruction. Conduct administrative walk-throughs that focus on instructional lessons that target student deficiencies. Monitor implementation of professional development strategies.

### Person or Persons Responsible
Administrators, Curriculum Instructional Coaches, ETO Support Staff, Teachers

### Target Dates or Schedule:
Ongoing

### Evidence of Completion:
Student Work Samples, District and State Assessment Results

**G2.** The results of the 2013 FCAT Reading Test indicate that 57% of students made Learning Gains. Our goal for the 2013-2014 school year is to increase Learning Gains by ten percentage points to 67%.

### Targets Supported

### Resources Available to Support the Goal
- Teachers may access training through District Professional Development opportunities. Identify specific common planning sessions to encourage collaboration between departments. Incorporate the use of assistive technological resources and lesson plans through Common Planning.

### Targeted Barriers to Achieving the Goal
- There is limited evidence of active reading during independent reading within small group instruction.

**Plan to Monitor Progress Toward the Goal**

Use school wide Book Adventures and Independent reading

### Person or Persons Responsible
Administration, Curriculum Instruction Coaches, Teachers

### Target Dates or Schedule:
ongoing

### Evidence of Completion:
Student work sample

**G3.** According to the 2013 CELLA 40% (23) of the ELL population met proficiency in Listening/Speaking, 22% (13) in Reading and 20% (13) in Writing. The goal for 2014 is to increase proficiency in Listen/Speaking by 5%, Reading by 3% and Writing by 3%.

### Targets Supported

### Resources Available to Support the Goal
- Achieve3000, Professional Development,

### Targeted Barriers to Achieving the Goal
- There is limited evidence that the teacher deeply understands how to align differentiated instruction resources to the core text and instruction to target students' specific needs to ensure student success on the CELLA and FCAT.

## Plan to Monitor Progress Toward the Goal

Monitor teacher end products to ensure lessons are aligned to meet student deficiencies during differentiated instruction. Conduct administrative walkthroughs that focus on instructional lessons that target student deficiencies that are based on student data and alignment to the benchmark.

### Person or Persons Responsible
ETO ESOL Support and Administration

### Target Dates or Schedule:
Baseline and End of the Year

### Evidence of Completion:
District and State Assessments

**G4.** The results from the 2013 FCAT Writing Assessment indicate that 53% (240) of students achieved Level 3.5 proficiency. Our goal for 2013-2014 school year is to increase Level 3.5 student proficiency by 14%.

### Targets Supported
- Writing

### Resources Available to Support the Goal
- Professional Development, Write Score

### Targeted Barriers to Achieving the Goal
- There is limited evidence of creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction.

- There is limited evidence of the authentic writing process being implemented in ninth grade.

- There is limited evidence of lesson study cycles in Creative Writing that focus on conventions, elaboration, transitions, the writing traits, and how to include figurative and descriptive language in writing assignments

- There is limited evidence of a system to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction.

- There is limited evidence of writing across the curriculum in all content areas.

- There is limited evidence of analytical writing assignments that prepare students for college-level writing.

**Plan to Monitor Progress Toward the Goal**

Provide professional development to teachers with strategic steps for analyzing student data. Provide teachers with strategic steps for creating and implementing differentiated instruction lessons that will support the writing process.

### Person or Persons Responsible
Literacy Coach, Administration , ETO Support Staff, Teachers

### Target Dates or Schedule:
Baseline, Interim and End of the Year

### Evidence of Completion:
District and State Assessment Results

**G5.** The results of the 2013 Algebra EOC Assessment indicate that 33% (133) of our students scored a level 3 and 11% (43) scored a level 4 or above. Our goal is to increase the number of student making a level 3 and 4 (or above) by 3% and 4% respectively.

### Targets Supported
- Math ()
- Algebra 1 EOC

### Resources Available to Support the Goal
- Instructional Coaches, Tutorial Curriculum Software, Supplementary Materials, Professional Development

### Targeted Barriers to Achieving the Goal
- Insufficient use of rigorous questioning and activities are evident during instruction.
- Established instructional systems are not being sufficiently maintained in the classroom. These systems include gradual release, student notebook, and providing corrective feedback.
- The use of assessment data is not being maximized in instructional planning (decision making) to effectively increase student performance.

**Plan to Monitor Progress Toward the Goal**

Observation/Monitor

### Person or Persons Responsible
Instructional Coach and Administrator

### Target Dates or Schedule:
ongoing

### Evidence of Completion:
Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G6.** The results of the 2013 Algebra 1 EOC test revealed that approximately 163 eleven grade students still need to pass the Algebra 1 EOC. Our goal is to have 25% of these students pass.

### Targets Supported

- Math ()

- Algebra 1 EOC

### Resources Available to Support the Goal

- Curriculum software Tutorials

### Targeted Barriers to Achieving the Goal

- Students are unable to maintain momentum in the progression in achievement level.

- Students learn by example and process steps.

## Plan to Monitor Progress Toward the Goal

Observation/Monitor

### Person or Persons Responsible
Instructional Coach and Administrator

### Target Dates or Schedule:
August through December

### Evidence of Completion:
Direct observation: administration uses checklist to evaluate specific components Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

**G7.** During the 2012-2013 school years, 13% of our students were college ready in Mathematics. Our goal is increase to 20%.

### Targets Supported

### Resources Available to Support the Goal

- Instructional Coach Tutorials Curriculum software

### Targeted Barriers to Achieving the Goal

- Students have inadequate mathematics literacy skills.

## Plan to Monitor Progress Toward the Goal

Observation/Monitoring

### Person or Persons Responsible
Instructional Coach and Administrator

### Target Dates or Schedule:
Ongoing

### Evidence of Completion:
Implement the system of progress monitoring Administer assessments by topics/chapters; chart and evaluate results Conduct results meeting to evaluate results and/or to discuss strategies/intervention

**G8.** The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%.

### Targets Supported
- Geometry EOC

### Resources Available to Support the Goal
- Instructional Coaches, Tutorials,Curriculum Software.

### Targeted Barriers to Achieving the Goal
- Insufficient use of rigorous questioning and activities are evident during instruction in all grade levels.
- Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected
- Assessment data is not being maximized in instructional planning (decision making) to effectively increase student performance

## Plan to Monitor Progress Toward the Goal

Observation/Monitoring

### Person or Persons Responsible
Instructional Coach and Administrator

### Target Dates or Schedule:
Ongoing

### Evidence of Completion:
Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G9.** According to the results of the 2013 Biology I EOC, students scoring at level 3 was 32% (151). Our goal is to have all Level 3s to increase by 8% from 32% passing to 40%.

### Targets Supported
- Science
- Science - Biology 1 EOC

### Resources Available to Support the Goal
- Teachers may access training through District Professional Development opportunities
- Access to computers, Edgneuity program and time to effeictively train all parties involved.

### Targeted Barriers to Achieving the Goal
- Computer access for teachers to have students, enrolled and trained on Edgenuity

**Plan to Monitor Progress Toward the Goal**

Will monitor the effectiveness of lesson plan templates and effective instructional delivery of lesson through interim data analysis report

**Person or Persons Responsible**
Science Coach and AP over science

**Target Dates or Schedule:**
September 9 - ongoing

**Evidence of Completion:**
The 2014 Biology I EOC Data from biweekly benchmark assessmentsl and District Interim data will also be analyzed and log charts monitoring student usage rate on Edgenuity

**G10.** According to the results of the 2013 Biology I EOC, students scoring at or above level 4 was 7%(35). Our goal is increase students scoring at or above Level 4 by 5% for an overall average of 12%.

**Targets Supported**
- Science - Biology 1 EOC

**Resources Available to Support the Goal**
- Access to appropriate Professional Development training on Common Core writing, explicit Corrective feedback and lab notebook composition set-up and write-up.

**Targeted Barriers to Achieving the Goal**
- Teacher buy-in and willingness to implement strategies and follow through with fidelity.
- PDs and training for teachers in Reading Strategies, i.e, CRISS, WIND, etc. Teacher Buy-in and fidelity of implementation in lesson.

**Plan to Monitor Progress Toward the Goal**

Will analyze student folders and lesson plans during walk-throughs.

**Person or Persons Responsible**
Science Coach and AP over Science

**Target Dates or Schedule:**
September 21 -ongoing

**Evidence of Completion:**
2014 Biology I EOC results will be analyzed, along with the Evidence from Student folders and lesson plans through walk-through by both Science Coach and AP over science.

**G11.** As part of the STEM Initiative, we want to double the number of students (level 3s and up) from last year, who will participate in STEM related activities.

### Targets Supported
- STEM - All Levels

### Resources Available to Support the Goal
- "Race Car Challenges" STEM-related activity needs the following resources: RC Racing Car Kits auxiliary materials, Club Uniforms and team branding items, travel expenses ( if competing in local, regional and national activities

- Fairchild Challenge and SECME need the following resources: Club T-shirts and challenge specific materials needed to compete and perform at these challenges. Travel expenses to go and compete at these different event locations.

- Parent Night Science Fair will require the following resources : food and drinks to parents, Branding Materials, like event flyers and posters, Door Prizes and trophies for winning projects.

- Aquarium Research Lab will need the following resources : Aquarium tanks, fish of different breeds, breeding tanks, custom wall art and other materials in sustaining and maintaining this aquarium lab.

### Targeted Barriers to Achieving the Goal
- Parent, Student, Teacher and Administrative support and dedicate involvement in these programs.

## Plan to Monitor Progress Toward the Goal

Will monitor student weekly grade in coruse work and analyze biweekly benchmark assessments to assess effectiveness.

### Person or Persons Responsible
Science Coach and AP over Science

### Target Dates or Schedule:
September 12- Ongoing

### Evidence of Completion:
Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim data will also be analyzed along with student-based inquiry labs and research work.

**G12.** Our Goal for enrolling students in on or more accelerated STEM-related courses will increase by 8%

### Targets Supported
- STEM

- STEM - High School

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal
- Passing rate of various programs not sufficient to maintain the academy.

**Plan to Monitor Progress Toward the Goal**

Once data is collected, teachers will utilize it as a secondary benchmark to drive instruction.

### Person or Persons Responsible
Administrator Instructional Coach

### Target Dates or Schedule:
August 2013-Ongoing

### Evidence of Completion:
Student work samples Assessment

**G13.** Our goal is to increase students taking one or more advanced placement exam for STEM-related courses by 9%.

### Targets Supported
- STEM
- STEM - High School

### Resources Available to Support the Goal
- Supplement use of the College Board sample assessment and additional funding for extended learning off campus (exposure)

### Targeted Barriers to Achieving the Goal
- Student meeting AP potential and awareness

**Plan to Monitor Progress Toward the Goal**

Data Chats

### Person or Persons Responsible
Instructional Coach Administrator

### Target Dates or Schedule:
Daily classroom walkthoughs

### Evidence of Completion:
Walk-through logs and data chat logs

**G14.** Our goal for the 2013-2014 school year is to increase students enrolling in one or more CTE course by 10%.

### Targets Supported
- CTE

### Resources Available to Support the Goal
- Additional funds to purchase software

### Targeted Barriers to Achieving the Goal
- Student participation in Career and Technical Education and Dual Enrollment courses.

**Plan to Monitor Progress Toward the Goal**

Class roster, master schedule and student GPA report.

**Person or Persons Responsible**
Assistant Principal of Curriculum, Counselor, and Advance academic coordinator

**Target Dates or Schedule:**
Ongoing

**Evidence of Completion:**
Class roster

**G15.** The anticipated goal for the 2013-2014 school is that 35% of our students will score at a level 3 proficiency.

**Targets Supported**

- Social Studies

- U.S. History EOC

**Resources Available to Support the Goal**

- Discovery Learning, Professional Development, Online Souces

**Targeted Barriers to Achieving the Goal**

- Some evidence of US History teachers using Social Studies specific data to drive instruction and conduct data chats with administration/students. There is a need for purposeful and consistent implementation of differentiated instruction.

**Plan to Monitor Progress Toward the Goal**

Administrative monitoring of data use (chats, student folders, classroom display, and Quarterly Progress Reports)by the teachers to drive instruction, conduct ongoing progress monitoring, remediation of students below mastery, and that the students are well aware of their personal data for US History.

**Person or Persons Responsible**
Administration and Literacy Coach

**Target Dates or Schedule:**
After assessment results are received

**Evidence of Completion:**
Data Results

**G16.** Decrease the number of students with 10% or more of missing instructional time, those who receive two or more behavioral referrals, and those students who fail Language Arts, Math, or two or more subjects.

### Targets Supported

- EWS

- EWS - High School

### Resources Available to Support the Goal

- Attendance rosters, Daily progress reports and/or Quarterly progress reports

### Targeted Barriers to Achieving the Goal

- Following up on interventions to ensure that students are benefiting and progressing form the intervention plan

- Attendance and participation of teachers in EWI meetings

- Scheduling of parent meeting

## Plan to Monitor Progress Toward the Goal

The STF will evaluate attendance records and teacher participation in EWI meetings. The DN team will follow-up with teachers on student progress and selected interventions. Action plans will be revisited and revised if necessary.

### Person or Persons Responsible

School Transformation Facilitator Diplomas Now

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Agendas and Action Plans

**G17.** Our goal for the 2013-2014 school year is to increase the 4 year graduation by 6%.

### Targets Supported

- EWS - Graduation

### Resources Available to Support the Goal

- Develop a Truancy Committee Expand Partnership with Communities in Schools to focus on elementary, middle and high school feeder patterns, so that students attending Miami Carol City Senior receive the help they need.

### Targeted Barriers to Achieving the Goal

**Plan to Monitor Progress Toward the Goal**

Align intervention strategies and support services with daily instruction Create tiered services at Miami Carol City through community partnerships

### Person or Persons Responsible

Graduation Coach Administration

### Target Dates or Schedule:

Provide Saturday School tutoring for all students in need of academic support

### Evidence of Completion:

Student will graduate within 4 years completing all requirements.

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** The results of the 2013 FCAT Reading Test indicate that 28% (236) of students achieved at or above Level 3 proficiency. Our goal for the 2013-2014 school year is to increase Level 3 and above student proficiency by 9 percentage points to 37%.

**G1.B1** There is limited evidence of a system to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction.

**G1.B1.S3** Implement student work samples to ensure the students are being supported and allow the students to grow based on the feedback that is provided.

### Action Step 1

Review student work samples for evidence of explicit corrective feedback (i.e. rubrics, checklists)

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, ETO Support Staff, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples

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

Monitoring of student work samples and/or portfolios.

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples and/or portfolios.

**Plan to Monitor Effectiveness of G1.B1.S3**

Administrative walk-throughs and consistent monitoring of student work samples and/or portfolios.

### Person or Persons Responsible

Administrators and Curriculum Instructional Coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Administrative walk-through logs and student work samples.

**G1.B2** There is limited evidence of purposeful and consistent implementation of differentiated instruction and teachers deeply understanding how to align differentiated instruction resources to the core text and instruction to target students' specific needs.

**G1.B2.S2** Provide active coaching on the alignment of resources and implementation of data-driven instruction utilizing the core text.

### Action Step 1

Review professional development sign-in sheets and agendas. Administrator will review lesson plans for evidence of implementation of differentiated instruction. Monitor student work folders for materials and activities aligned with student's deficiencies.

### Person or Persons Responsible

Administrators, Curriculum Instructional Coaches, ETO Support Staff, Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student work samples, administrative walk-through logs and district interim assessments

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

Conduct administrative walkthroughs to ensure that instructional resources target students' specific deficiencies

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, ETO Support Staff, Teachers

**Target Dates or Schedule**

Ongoing Common Planning, administrative walk through observations

**Evidence of Completion**

Student work samples Administrative walkthrough logs

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

Peer observations through note-taking/note-making. Observe differentiated instruction during small group rotations and monitor student work samples

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, ETO Support Staff, Teachers

**Target Dates or Schedule**

Conduct administrative walkthroughs during instructional block to ensure consistent targeted differentiated instruction occurs

**Evidence of Completion**

Student work samples District Interim Assessments

**G1.B3** There is limited evidence of higher order questioning techniques, leading to a rigorous end product.

**G1.B3.S1** Provide professional development in higher order questioning and student response techniques.

### Action Step 1

•Review professional development sign-in sheets and agendas. •Review and reflect on lesson plans for evidence of higher order questions and rigorous end products. •Review common planning agendas

**Person or Persons Responsible**

Administrators Curriculum Instructional Coaches

**Target Dates or Schedule**

Common Planning

**Evidence of Completion**

Student work samples

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

Conduct administrative walkthroughs with the focus on student response techniques, leading to a rigorous end product

**Person or Persons Responsible**

Administrators Curriculum Instructional Coaches

**Target Dates or Schedule**

Common Planning

**Evidence of Completion**

Student Work Samples Walkthrough Logs

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

Review student folders for evidence of increased rigor.

**Person or Persons Responsible**

Administrators Curriculum Instructional Coaches

**Target Dates or Schedule**

Common planning

**Evidence of Completion**

Common planning agendas.

**G2.** The results of the 2013 FCAT Reading Test indicate that 57% of students made Learning Gains. Our goal for the 2013-2014 school year is to increase Learning Gains by ten percentage points to 67%.

**G2.B2** There is limited evidence of active reading during independent reading within small group instruction.

**G2.B2.S1** Provide professional development to teachers on dialectical journals and how to effectively utilize Book Adventures/Accelerated Reader

### Action Step 1

Review the use of active reading strategies (i.e. dialectical journals and reading logs)

**Person or Persons Responsible**

Administration, Curriculum Instructional Coaches, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples

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

Review professional development sign-in sheets and agendas.

**Person or Persons Responsible**

Administration and Curriculum Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Development agendas and student work samples

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

Conduct administrative walkthroughs to ensure effective implementation of dialectical journals.

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work samples and administrative walk-through logs

**G3.** According to the 2013 CELLA 40% (23) of the ELL population met proficiency in Listening/Speaking, 22% (13) in Reading and 20% (13) in Writing. The goal for 2014 is to increase proficiency in Listen/Speaking by 5%, Reading by 3% and Writing by 3%.

**G3.B1** There is limited evidence that the teacher deeply understands how to align differentiated instruction resources to the core text and instruction to target students' specific needs to ensure student success on the CELLA and FCAT.

**G3.B1.S2** Provide active coaching on the alignment of resources and implementation of data-driven instruction utilizing the core text.

### Action Step 1

Review the use of active learning strategies (i.e. dialectical journals, reading logs)

**Person or Persons Responsible**

Administrator, Curriculum Instructional Coaches, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples

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

Review the use of the student active learning strategies (i.e. dialectical journals, reading logs)

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples

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

Review the use of active learning strategies (i.e. dialectical journals, reading log)

**Person or Persons Responsible**

Administrators, Curriculum Instructional Coaches, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Work Samples

**G4.** The results from the 2013 FCAT Writing Assessment indicate that 53% (240) of students achieved Level 3.5 proficiency. Our goal for 2013-2014 school year is to increase Level 3.5 student proficiency by 14%.

**G4.B1** There is limited evidence of creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction.

**G4.B1.S1** Provide professional development to teachers with strategic steps for analyzing student data.

**Action Step 1**

Review professional development sign-in sheets and agendas. Review lesson plans for evidence of implementation of differentiated instruction. Review coaching logs and calendars. Monitor peer observations through note-taking/note-making.

**Person or Persons Responsible**

Writing Coach, Administration

**Target Dates or Schedule**

Administrative Classroom walk-through and observations and common planning observations.

**Evidence of Completion**

Student work folders, coaching logs, lesson plans

**Facilitator:**

Writing Coach or ETO Writing Curriculum Support Specialist

**Participants:**

Writing Coach, Administration

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

Provide active coaching on creating and implementing authentic writing activities that addresses student needs as it relates to differentiated instruction. Identify observational classrooms and best practices to provide peer observations in the implementation of aligning resources and differentiated instruction.

**Person or Persons Responsible**

Writing Coach, Administration

**Target Dates or Schedule**

Conduct administrative walk-throughs at various times during the instructional block to ensure consistent targeted differentiated instruction is being provided

**Evidence of Completion**

Student work folders, coaching logs, lesson plans

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

Provide professional development to teachers with strategic steps for analyzing student data. Provide teachers with strategic steps for creating and implementing differentiated instruction lessons that will support the Writing Process.

**Person or Persons Responsible**

Writing Coach, Administration

**Target Dates or Schedule**

Conduct administrative walk-throughs at various times during the instructional block to ensure consistent targeted differentiated instruction is being provided

**Evidence of Completion**

Student work folders, coaching logs, lesson plans

**G4.B2** There is limited evidence of the authentic writing process being implemented in ninth grade.

**G4.B2.S1** Provide professional development to teachers with strategic steps for analyzing student data. Provide teachers with strategic steps for creating and implementing differentiated instruction lessons that will support the writing process. Provide active coaching on creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction. Identify observational classrooms and best practices to provide peer observations in the implementation of aligning resources and differentiated instruction.

### Action Step 1

Analyze lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars.

#### Person or Persons Responsible

Literacy Coach, Administration , ETO Support Staff, Teachers

#### Target Dates or Schedule

Conduct administrative walk-throughs in ninth grade classes for evidence of the writing process.

#### Evidence of Completion

Review professional development sign-in sheets and agendas. Teacher reflection on lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars.

#### Facilitator:

Writing Coach

#### Participants:

Literacy Coach, Administration , ETO Support Staff, Teachers

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

Provide professional development to teachers with strategic steps for analyzing student data. Provide teachers with strategic steps for creating and implementing differentiated instruction lessons that will support the writing process. Provide active coaching on creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction. Identify observational classrooms and best practices to provide peer observations in the implementation of aligning resources and differentiated instruction.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reflect on lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars.

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

Authentic writing activities that address student needs as it relates to differentiated instruction.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars. Conduct administrative walk-throughs in ninth grade classes for evidence of the writing process

**G4.B3** There is limited evidence of lesson study cycles in Creative Writing that focus on conventions, elaboration, transitions, the writing traits, and how to include figurative and descriptive language in writing assignments

**G4.B3.S1** Provide professional development on how to infuse conventions, elaboration, transitions, the writing traits, and figurative and descriptive language in writing assignments. Provide professional development on the "impact" of Lesson Study as it relates to teacher capacity. Conduct a Lesson Study cycle in the writing classes focusing on teacher and student needs.

### Action Step 1

Provide professional development on how to infuse conventions, elaboration, transitions, the writing traits, and figurative and descriptive language in writing assignments. Provide professional development on the "impact" of Lesson Study as it relates to teacher capacity. Conduct a Lesson Study cycle in the writing classes focusing on teacher and student needs.

#### Person or Persons Responsible

Literacy Coach, Administration , ETO Support Staff, Teachers

#### Target Dates or Schedule

Conduct administrative walkthroughs for evidence of implementation of Lesson Study focus.

#### Evidence of Completion

Review professional development sign-in sheets and agendas. Observe the Lesson Study process from planning to debriefing to evaluate the effectiveness of implementation.

#### Facilitator:

Literacy Coach

#### Participants:

Literacy Coach, Administration , ETO Support Staff, Teachers

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

Review professional development sign-in sheets and agendas. Observe the Lesson Study process from planning to debriefing to evaluate the effectiveness of implementation. Conduct administrative walkthroughs for evidence of implementation of Lesson Study focus.

#### Person or Persons Responsible

Literacy Coach, Administration , ETO Support Staff, Teachers

#### Target Dates or Schedule

October-January

#### Evidence of Completion

Review professional development sign-in sheets and agendas. Observe the Lesson Study process from planning to debriefing to evaluate the effectiveness of implementation.

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

The "impact" of Lesson Study as it relates to teacher capacity. Conduct a Lesson Study cycle in the writing classes focusing on teacher and student needs.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

October- January

**Evidence of Completion**

Student work samples, Writing Assessment

**G4.B4** There is limited evidence of a system to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction.

**G4.B4.S1** Develop a system for teachers to provide explicit corrective feedback on student work samples. Create Rubrics for selected assignments during common planning which allow teachers to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction. Provide ongoing professional development opportunities during Common Planning for teachers to examine corrective feedback and how it impacts student's achievement. Implement student work samples to ensure the students are being supported and allow the students to grow based on the feedback that is provided.

**Action Step 1**

Develop a system for teachers to provide explicit corrective feedback on student work samples. Provide time to create rubrics, checklists, or other feedback tools for selected assignments during common planning which allows teachers to provide explicit corrective feedback in the student work samples to increase opportunities for student reflection and self-correction. Provide ongoing professional development opportunities during Common Planning for teachers to examine corrective feedback and how it impacts student's achievement. Implement student work samples to ensure the students are being supported and allow the students to grow based on the feedback that is provided.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

November-ongoing

**Evidence of Completion**

Student work samples

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

Review the system created in order to provide explicit corrective feedback. Review student work samples for evidence of explicit corrective feedback (i.e. rubrics, checklists)

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

November -ongoing

**Evidence of Completion**

Student work samples

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

Review student journals with a focus on explicit corrective feedback. Monitor ongoing professional development through the sign in sheets and agendas. Conduct administrative walk-throughs and consistent monitoring of student work samples and/or portfolios.

**Person or Persons Responsible**

Literacy Coach, Administration, ETO Support Staff, Teachers

**Target Dates or Schedule**

November- ongoing

**Evidence of Completion**

Student work samples

**G4.B5** There is limited evidence of writing across the curriculum in all content areas.

**G4.B5.S1** Provide professional development on incorporating writing into content area classes. Provide active coaching to content area teachers on incorporating writing as a process in their curriculum. Create lessons during common planning which include grade-level writing assignments.

### Action Step 1

Collaborate during common planning with content area teachers to determine a monthly writing instructional focus.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff, Teachers

**Target Dates or Schedule**

September-ongoing

**Evidence of Completion**

Common planning Agenda and Monthly Focus plan

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

Review sign-in sheets and agendas. Review coaching logs and calendars. Review lesson plans and student work samples for evidence of content-area writing assignments. Monitor the implementation of a monthly writing instructional focus in content-area classes

**Person or Persons Responsible**

Literacy Coach and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans, Student work folders

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

Conduct administrative walkthroughs for evidence of writing in all content areas.

**Person or Persons Responsible**

Literacy Coach, Administration , ETO Support Staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Folders, Lesson plans

**G4.B6** There is limited evidence of analytical writing assignments that prepare students for college-level writing.

**G4.B6.S1** Provide professional development on college-level writing. Provide active coaching on the implementation of college-level writing. Create lesson plans during common planning which reflect college-level writing skills.

**Action Step 1**

Create lesson plans during common planning which reflect analytical writing skills. Create a partnership with local colleges to enhance student opportunities for exposure to college-level writing.

**Person or Persons Responsible**

Literacy Coach and Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work Folders and displayed work

**Facilitator:**

ETO Curriculum Support Specialist

**Participants:**

Literacy Coach and Teachers

**Plan to Monitor Fidelity of Implementation of G4.B6.S1**

Implementation of college-level writing.

### Person or Persons Responsible

Literacy Coach, Administration , ETO Support Staff, Teachers

### Target Dates or Schedule

October-ongoing

### Evidence of Completion

Student work-folders and displayed work

**Plan to Monitor Effectiveness of G4.B6.S1**

Implementation of college-level writing

### Person or Persons Responsible

Literacy Coach, Administration , ETO Support Staff,

### Target Dates or Schedule

November-ongoing

### Evidence of Completion

Review professional development sign-in sheets and agendas. Review coaching logs and calendars. Review lesson plans and student work samples for evidence of college-level writing. Conduct administrative walk-throughs for evidence of college-level writing assignments. Monitor communication logs with local colleges.

**G5.** The results of the 2013 Algebra EOC Assessment indicate that 33% (133) of our students scored a level 3 and 11% (43) scored a level 4 or above. Our goal is to increase the number of student making a level 3 and 4 (or above) by 3% and 4% respectively.

**G5.B1** Insufficient use of rigorous questioning and activities are evident during instruction.

**G5.B1.S1** Provide professional development for planning and executing rigorous questioning and activities in the math classroom.

### Action Step 1

Professional Development

#### Person or Persons Responsible

Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Analyze the components of the benchmarks by lesson to scaffold questioning and activities to be implemented throughout the lesson.

#### Facilitator:

#### Participants:

Instructional Coaches

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

Observation/Monitor

#### Person or Persons Responsible

Administrator and Math Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observation/Monitor

### Person or Persons Responsible

Instructional Coaches and Administrator

### Target Dates or Schedule

ongoing

### Evidence of Completion

Teachers lesson plan Use common assessment scores to monitor classroom performance Conduct regular scheduled and unscheduled observations

**G5.B2** Established instructional systems are not being sufficiently maintained in the classroom. These systems include gradual release, student notebook, and providing corrective feedback.

**G5.B2.S1** Utilize enrichment-oriented, project-based instruction which addresses higher-order thinking development.

### Action Step 1

Will develop enrichment activities, will plan for project based instruction will also develop higher order thinking questions

#### Person or Persons Responsible

Math Coaches and Teachers

#### Target Dates or Schedule

Common planning -ongoing

#### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

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

Observation

**Person or Persons Responsible**

Administrator and Math coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observations

**Person or Persons Responsible**

Administrators and math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G5.B3** The use of assessment data is not being maximized in instructional planning (decision making) to effectively increase student performance.

**G5.B3.S1** Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students

### Action Step 1

Observation/Monitoring

**Person or Persons Responsible**

Administrator and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

**Facilitator:**

**Participants:**

Administrator and Math Coaches

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

Observation/Monitor

**Person or Persons Responsible**

Administrator and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observations

**Person or Persons Responsible**

Administrator and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

**G6.** The results of the 2013 Algebra 1 EOC test revealed that approximately 163 eleven grade students still need to pass the Algebra 1 EOC. Our goal is to have 25% of these students pass.

**G6.B1** Students are unable to maintain momentum in the progression in achievement level.

**G6.B1.S1** Utilize assessment data to establish intervention, maintenance, and enrichment groups

**Action Step 1**

Intervention, tutorials ,Differentiated Instruction

**Person or Persons Responsible**

Algebra 1 EOC Retakes Teachers

**Target Dates or Schedule**

August through December

**Evidence of Completion**

Develop effective lessons that incorporate DI activities that support student deficiencies. Student work samples

**Facilitator:**

**Participants:**

Algebra 1 EOC Retakes Teachers

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

Observation/Monitoring

**Person or Persons Responsible**

Instructional Coach and Adminstrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Direct observation: administration uses checklist to evaluate specific components Self-reporting strategies: checklist that lists all components that teacher checks off as each component is implemented. Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

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

Observation/Monitoring

**Person or Persons Responsible**

Instructional Coach and Administrator

**Target Dates or Schedule**

August through December

**Evidence of Completion**

Direct observation: administration uses checklist to evaluate specific components Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

**G6.B2** Students learn by example and process steps.

**G6.B2.S1** Provide teachers with ongoing training for active learning strategies and project base learning to implement the curriculum with fidelity.

### Action Step 1

Project Based Learning

**Person or Persons Responsible**

Instructional Coaches and Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agenda, Lesson Plans, completed project, Student work samples

**Facilitator:**

District Personnel Instructional Coaches

**Participants:**

Instructional Coaches and Teachers

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

Classroom walkthroughs Direct observation

**Person or Persons Responsible**

Administrators Instructional Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans Student work samples

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

Monitoring of student work samples

### Person or Persons Responsible

Administrators, Instructional coaches and Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increase in data Student work samples

**G6.B2.S2** Provide teachers with ongoing training in differentiated instruction and will implement differentiated approaches to curriculum delivery to address various student needs

### Action Step 1

Provide professional development to ensure activities, meet the needs of low, average, high performing students

### Person or Persons Responsible

Math Coaches and Adminstrator

### Target Dates or Schedule

August - December

### Evidence of Completion

Common planning agendas

### Facilitator:

Bruno,F Diaz,S Robinson

### Participants:

Math Coaches and Teachers

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

Walk-through, direct observation

### Person or Persons Responsible

Administrators and Math Coaches

### Target Dates or Schedule

Common Planning

### Evidence of Completion

Tangible products- documents generated by the process that can be collected and reviewed:

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

Will monitor the implementation of differentiated instruction in the classroom

### Person or Persons Responsible

Administrators and Math Coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data and student work samples

**G7.** During the 2012-2013 school years, 13% of our students were college ready in Mathematics. Our goal is increase to 20%.

**G7.B1** Students have inadequate mathematics literacy skills.

**G7.B1.S1** Provide students with the opportunity to develop meaning of mathematics vocabulary and terms/concepts through direct and systematic vocabulary instruction use higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content. Provide students with the opportunity to use manipulatives and technology in the completion of performance-based activities.

### Action Step 1

Observation/Monitoring

#### Person or Persons Responsible

Instructional Coach and Administrator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Analyze the components of the benchmarks by lesson to scaffold questioning and activities to be implemented throughout the lesson during common planning. Monitor the implementation of the gradual release in lessons, comprehensive student notebooks, and quality corrective feedback. During common planning, use assessment results to identify and address learning difficulties and to clearly establish students groups.

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

Observation/Monitoring

#### Person or Persons Responsible

Instructional Coach and Administrator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Direct observation: administration uses checklist to evaluate specific components Self-reporting strategies: checklist that lists all components that teacher checks off as each component is implemented. Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observation/Monitoring

### Person or Persons Responsible

Instructional Coach and Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Establish protocols for effectiveness, use common assessment scores to monitor classroom performance, conduct regular scheduled and unscheduled observations

**G8.** The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%.

**G8.B1** Insufficient use of rigorous questioning and activities are evident during instruction in all grade levels.

**G8.B1.S1** Provide Professional development on analyzing components of the benchmarks by lesson to scaffold questioning/activities and use the lesson study process for implementation.

### Action Step 1

Will analyze the benchmark and develop active learning activities

### Person or Persons Responsible

Instructional Coach and Teachers

### Target Dates or Schedule

Common planning - ongoing

### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

### Facilitator:

Bruno Diaz Robinson

### Participants:

Instructional Coach and Teachers

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

Observation/Monitoring

**Person or Persons Responsible**

Instructional Coach and Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observation/Monitoring

**Person or Persons Responsible**

Instructional Coach and Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G8.B2** Students have difficulty transferring from concrete to abstract thinking, so they do not perform as well as expected

**G8.B2.S1** Teachers will use variety of resources (e.g. technology, manipulative for hands-on activities, interactive websites; virtual manipulative; online textbook resources; calculators) to help students move from the concrete to more abstract models.

### Action Step 1

Develop active learning/ activities Incorporate variety of resources during lesson planning

**Person or Persons Responsible**

Instructional Coaches and Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

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

Observation/Monitoring

**Person or Persons Responsible**

Administrators and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

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

Observations/Monitoring

### Person or Persons Responsible

Administrators and Math Coaches

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G8.B3** Assessment data is not being maximized in instructional planning (decision making) to effectively increase student performance

**G8.B3.S1** Provide ongoing coaching in helping teachers use assessment results to identify and address learning difficulties

### Action Step 1

analyze data results to identify learning difficulties develop student groups using data results

### Person or Persons Responsible

Math Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**Plan to Monitor Fidelity of Implementation of G8.B3.S1**

Observation

**Person or Persons Responsible**

Administrators and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**Plan to Monitor Effectiveness of G8.B3.S1**

Observation

**Person or Persons Responsible**

Administrators and Math Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G9.** According to the results of the 2013 Biology I EOC, students scoring at level 3 was 32% (151). Our goal is to have all Level 3s to increase by 8% from 32% passing to 40%.

**G9.B1** Computer access for teachers to have students, enrolled and trained on Edgenuity

**G9.B1.S1** Implement and monitor the effective use of common planning by subject area, as well as bell-to-bell instructional routines are used to develop detailed lesson plans and implementation of modeled explicit instruction (Gradual Release of Responsibility Model).

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

Assistant Principal and Instructional Coach will conduct walk-throughs to follow up on effective implementation of a detailed lesson plan, the bell-to-bell explicit instruction and gradual release of Responsibility Model

**Person or Persons Responsible**

Science Coach and AP over science

**Target Dates or Schedule**

10/4 –ongoing

**Evidence of Completion**

• Walkthrough documentation with reflections • Coaching plans and calendar • Detailed lesson plans • Teacher's fidelity to instructional pacing

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

ETO Support Team, Principal and AP over science will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity and increase the effectiveness of the coach.

**Person or Persons Responsible**

Principal, AP over Science and Science Coach

**Target Dates or Schedule**

10/8 –ongoing

**Evidence of Completion**

ETO feedback and reflection on support document Instructional Coach reflections on coaching logs Administrative reflections on coaching logs

**G9.B1.S2** We will use Edgenuity's Biology Prep Course platform to launch our home-learning program

### Action Step 1

During common planning, Edgenuity Specialist will come and train Biology and Research teachers on the Edgenuity platform

#### Person or Persons Responsible

Science Coach and all Biology and Research 3 Teachers

#### Target Dates or Schedule

September 9, 2013

#### Evidence of Completion

District Interim data will also be analyzed and log charts utilized to monitor student usage rate on Edgenuity.

#### Facilitator:

Kristine Kines From Edgenuity

#### Participants:

Science Coach and all Biology and Research 3 Teachers

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

Will review certain components of the lab reports and conclusions to monitor fidelity

#### Person or Persons Responsible

Science Coach and AP over science

#### Target Dates or Schedule

September 9 and on-going

#### Evidence of Completion

District Interim data will also be analyzed and log charts utilized to monitor for student usage rate of Edgenuity.

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

Will monintor student usage rate on Edgenuity and its effectiveness

**Person or Persons Responsible**

Science Coach and AP over science

**Target Dates or Schedule**

September 9 and ongoing

**Evidence of Completion**

Data from biweekly benchmark assessments and log charts monitored for student usage rate on Edgenuity.

**G10.** According to the results of the 2013 Biology I EOC, students scoring at or above level 4 was 7%(35). Our goal is increase students scoring at or above Level 4 by 5% for an overall average of 12%.

**G10.B1** Teacher buy-in and willingness to implement strategies and follow through with fidelity.

**G10.B1.S2** To improve rigor, in common planning, the Science Coach will model for teachers how to scaffold the elements of the lab write-up, by first focusing on "development of hypothesis and understanding variables" one week, "qualitative and quantitative data collection and observations" the next week, "understanding trends in graphs and charts in data analysis" another week, and "writing a strong conclusion" the last week.

### Action Step 1

Will model for teachers how to scaffold the elements of the lab write-up, by first focusing on "Development of Hypothesis and Understanding Variables" one week, " qualitative and quantitative data collection and observations" the next week, "understanding trends in Graphs and Charts in Data Analysis" another week, and "writing a strong conclusion" the last week. Teacher will provide students with a "skeletal writing framework" for writing conclusions and will gradually remove the support as students become more independent.

#### Person or Persons Responsible

Science Coach

#### Target Dates or Schedule

August 21 - ongoing

#### Evidence of Completion

Evidence from studentlLab composition notebooks will be reviewed during Common planning and through walk-through by both Science Coach and AP over science

#### Facilitator:

Science Coach Jean-Charles

#### Participants:

Science Coach

**Plan to Monitor Fidelity of Implementation of G10.B1.S2**

Will monitor the fidelity of implementation of lab notebook write up for all essential labs.

### Person or Persons Responsible

Science Coach and AP over science

### Target Dates or Schedule

August 21 -ongoing

### Evidence of Completion

Evidence from student lab composition notebooks will be reviewed during common planning and through walk-through by both Science Coach and AP over science

**Plan to Monitor Effectiveness of G10.B1.S2**

Will monitor the effectiveness of these strategies

### Person or Persons Responsible

Science coach and AP over Science

### Target Dates or Schedule

August 21 -ongoing

### Evidence of Completion

Evidence from Student Lab Composition notebooks will be reviewed during Common planning and through walk-through by both Science Coach and AP over science

**G10.B2** PDs and training for teachers in Reading Strategies, i.e, CRISS, WIND, etc. Teacher Buy-in and fidelity of implementation in lesson.

**G10.B2.S1** Infuse reading strategies through the reading of science passages and released EOC questions to provide students with strategies to understand and be able to successfully analyze scientific concepts within the questions

### Action Step 1

During common planning the instructional coach will lead teachers of the same subject area into the development of a detailed lesson plan integrating reading strategy while using extended science passages such as lab introductions and EOC-like practice questions. • Reading strategies such as breaking the paragraphs in small units, asking the students to paraphrase, explain what they read, underline and point out key words, etc. • CRISS strategies

#### Person or Persons Responsible

Science Coach and AP over science

#### Target Dates or Schedule

9/20–ongoing

#### Evidence of Completion

ETO common planning template and agenda detailed lesson Plan including reading strategies

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

Teachers will continuously reinforce literacy in the science classrooms by implementing selected reading strategies while using extended science passages and practice questions

#### Person or Persons Responsible

Science Coach and AP over science

#### Target Dates or Schedule

9/27 –ongoing

#### Evidence of Completion

Detailed lesson plan teacher's fidelity to instructional pacing

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

Assistant Principal and Instructional Coach will conduct walk-throughs to follow up on effective implementation of a detailed lesson plan, the bell-to-bell explicit instruction and gradual release of responsibility model.

### Person or Persons Responsible

Science Coach and AP over science

### Target Dates or Schedule

10/4 –ongoing

### Evidence of Completion

•Walk-through documentation with reflections •Coaching plans and calendar •Detailed lesson plans •Teacher's fidelity to instructional pacing

**G11.** As part of the STEM Initiative, we want to double the number of students (level 3s and up) from last year, who will participate in STEM related activities.

**G11.B2** Parent, Student, Teacher and Administrative support and dedicate involvement in these programs.

**G11.B2.S4** Science Coach and a committee group will design and oversee the implementation of a Research Aquarium Lab, with live fish and other fresh water organism. This Research Lab is centered on inquiry/ project-based learning. Selected students will interact with universities and local vendors and breeders at different points in this Research Course.

### Action Step 1

Will design and oversee the implementation of a Research Aquarium Lab Curriculum, with live fish and other fresh water organism.

### Person or Persons Responsible

Science Coach and AP over science

### Target Dates or Schedule

September 12 -Ongoing

### Evidence of Completion

Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim data will also be analyzed along with student-based inquiry labs and research work.

### Facilitator:

Appropriate personal or expert in the field

### Participants:

Science Coach and AP over science

**Plan to Monitor Fidelity of Implementation of G11.B2.S4**

Will monitor the fidelity of implementation of this Research Aquarium Lab Curriculum by examining daily lesson plans and student course work.

### Person or Persons Responsible

Science Coach and AP over Science

### Target Dates or Schedule

September 12- Ongoing

### Evidence of Completion

Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim data will also be analyzed along with student-based inquiry labs and research work.

**Plan to Monitor Effectiveness of G11.B2.S4**

Will monitor the effectives of this Research Aquarium Lab by examin student level of involment in reseach-based work and the success fof the program to infuse community vendors and University researchers as part of the overall curriculum.

### Person or Persons Responsible

Science Coach and AP over Science

### Target Dates or Schedule

September 12 - Ongoing

### Evidence of Completion

Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim data will also be analyzed along with student-based inquiry labs and research work.

**G12.** Our Goal for enrolling students in on or more accelerated STEM-related courses will increase by 8%

**G12.B1** Passing rate of various programs not sufficient to maintain the academy.

**G12.B1.S1** Identify students who are most likely to pass the exam via performance in class and at eh clinical site.

### Action Step 1

Ample candidates with test taking strategies and practice questions as it relates to the state exam implement an incentive program for successful completion of the Health Science Academy (i.e. passing of all ICE)

**Person or Persons Responsible**

Administrators Teachers

**Target Dates or Schedule**

Offer 9th period class( starting February 18, 2013) to candidates identified as strong candidates for pass state exams.

**Evidence of Completion**

Weekly walkthroughs, student work samples mini assessments

**Facilitator:**

ETO/District

**Participants:**

Administrators Teachers

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

Student's progress student's engagement

**Person or Persons Responsible**

Administration Instructional Coaches

**Target Dates or Schedule**

August 2013-Ongoing

**Evidence of Completion**

Walkthrough logs Data Chat Assessments

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

Mini Assessments

### Person or Persons Responsible

Teacher Instructional Coach

### Target Dates or Schedule

Daily will be collected periodically they mini assessments.

### Evidence of Completion

Student data chat log

**G13.** Our goal is to increase students taking one or more advanced placement exam for STEM-related courses by 9%.

**G13.B1** Student meeting AP potential and awareness

**G13.B1.S1** Teachers will utilize backward planning to create an action plan to address advance placement timelines and continue to refine through common planning.

### Action Step 1

All grade 11 and 12 students are scheduled for industry certification courses, advance placement, and/or dual enrollment courses.

### Person or Persons Responsible

Instructional Coaches and Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students are enrolled in classes appropriately

### Facilitator:

Instructional coach

### Participants:

Instructional Coach and Teacher

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

Class Walk-throughs

### Person or Persons Responsible

Administrator and Instructional Coach

### Target Dates or Schedule

monitoring will be done on a frequent basis.

### Evidence of Completion

Walk-through logs and coaches log

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

all tested benchmarks practice assessments from college board

### Person or Persons Responsible

Instructional Coach Teacher

### Target Dates or Schedule

after mini assessments district assessments

### Evidence of Completion

mini assessments sample AP exams

**G14.** Our goal for the 2013-2014 school year is to increase students enrolling in one or more CTE course by 10%.

**G14.B1** Student participation in Career and Technical Education and Dual Enrollment courses.

**G14.B1.S1** Academy leaders, CTE teachers will identify students through articulation, GPA, and testing results and develop plans for achievement of industry certifications.

### Action Step 1

Use of previous state/district assessments we will identify those students scoring at proficiency levels.

### Person or Persons Responsible

Academy leaders CTE teachers instructional coach

### Target Dates or Schedule

June 2013-August 2013

### Evidence of Completion

Master Schedule teacher class list

**Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Recruiting from feeder pattern schools recruiting from within our building visiting classrooms

**Person or Persons Responsible**

Academy Leaders CTE Teachers Administration

**Target Dates or Schedule**

April 2013-June 2013-Articulation

**Evidence of Completion**

Student articulation sheets parent sign- in logs

**Plan to Monitor Effectiveness of G14.B1.S1**

student articulation sheets district/state data

**Person or Persons Responsible**

Academy leaders CTE teachers Instructional Coaches

**Target Dates or Schedule**

June 2013 to create master scheudle

**Evidence of Completion**

increase participation of students enrolled in CTE and DE classes.

**G15.** The anticipated goal for the 2013-2014 school is that 35% of our students will score at a level 3 proficiency.

**G15.B1** Some evidence of US History teachers using Social Studies specific data to drive instruction and conduct data chats with administration/students. There is a need for purposeful and consistent implementation of differentiated instruction.

**G15.B1.S1** Administer, consistently, the Social Studies benchmark specific assessments available (2013-2014) via Edusoft. The resulting data is to be used for in depth data analysis in the 11th grade US History classes. Analysis should lead to student-centered data chats utilizing the Data Chat Form, ongoing progress monitoring with the US History Data Tracker, and the use of data in planning for instruction and any required remediation for students below mastery. Specific data should be included on the student quarterly progress report.

### Action Step 1

Administrative monitoring of data use (chats, student folders, classroom display, and Quarterly Progress Reports) by the teachers to drive instruction, conduct ongoing progress monitoring, remediation of students below mastery, and that the students are well aware of their personal data for US History

#### Person or Persons Responsible

Administration, Literacy Coach, and Social Studies Teachers

#### Target Dates or Schedule

Conduct ongoing progress monitoring

#### Evidence of Completion

Student Data Chat Forms, Teacher Data Binder

#### Facilitator:

ETO/CSS

#### Participants:

Social StudiesTeachers

**Plan to Monitor Fidelity of Implementation of G15.B1.S1**

Student-centered data chats utilizing the Data Chat Form, ongoing progress monitoring with the US History Data Tracker, and the use of data in planning for instruction and any required remediation for students below mastery.

**Person or Persons Responsible**

Administration and Literacy Coach

**Target Dates or Schedule**

After assessment results are received.

**Evidence of Completion**

Student work folders and Student data chat forms

**Plan to Monitor Effectiveness of G15.B1.S1**

Administrative monitoring of data use (chats, student folders, classroom display, and Quarterly Progress Reports)by the teachers to drive instruction, conduct ongoing progress monitoring, remediation of students below mastery, and that the students are well aware of their personal data for US History.

**Person or Persons Responsible**

Administration and Literacy Coach

**Target Dates or Schedule**

After assessment results are received

**Evidence of Completion**

Data results

**G16.** Decrease the number of students with 10% or more of missing instructional time, those who receive two or more behavioral referrals, and those students who fail Language Arts, Math, or two or more subjects.

**G16.B1** Following up on interventions to ensure that students are benefiting and progressing form the intervention plan

**G16.B1.S1** As part of the EWI system, one member of the team will serve as a point person for each student. Each point person will discuss with that student the interventions being implemented and will monitor that student's progress.

### Action Step 1

Bi-weekly, each point person will monitor the student's progress and determine whether the interventions are effective by referencing follow-up reports, monthly data reports, and quarterly data.

#### Person or Persons Responsible

Diplomas Now Team Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Follow-up reports data reports

### Plan to Monitor Fidelity of Implementation of G16.B1.S1

Monthly, the STF and Team Leader (determined at initial EWI meeting) will monitor and ensure that each point person is working with the student to discuss interventions/plan and following up with the student regularly. Original action plans as well as monthly and quarterly data reports will be used to monitor this process.

#### Person or Persons Responsible

School Transformation Facilitator Diplomas Now Team Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Intervention Plan and Data Reports

**Plan to Monitor Effectiveness of G16.B1.S1**

Bi-weekly, the STF and Team Leader will document the follow-up information obtained from each point person in follow-up reports and revised action plans.

### Person or Persons Responsible

School Transformation Leader and Diplomas Now Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Follow-up reports

**G16.B2** Attendance and participation of teachers in EWI meetings

**G16.B2.S1** Conduct an EWI kick-off meeting to introduce teachers to the EWI process and help encourage participation and develop buy-in. Monitor teacher attendance at EWI meetings; follow-up with teachers who did not attend.

### Action Step 1

The STF (School Transformation Facilitator) will organize EWI meetings, distribute schedule and student names, and take attendance. The DN (Diplomas Now) Team and the school administration (principal, vice-principal, assistant principals, and academic coaches) will encourage teacher participation by meeting with teacher teams beforehand, and attending the EWI meetings.

### Person or Persons Responsible

Teachers School Transformation Facilitator Diplomas Now Team Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Agendas

**Plan to Monitor Fidelity of Implementation of G16.B2.S1**

Maintain meeting notes and encourage teacher attendance

**Person or Persons Responsible**

School Transformation Facilitator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Meeting notes

**Plan to Monitor Effectiveness of G16.B2.S1**

The DN team will determine that a cohesive, comprehensive, and feasible action plan has been developed for each student discussed at the EWI meetings, and that the action plan is based on solid data as well as concrete input from each student's teachers.

**Person or Persons Responsible**

School Transformation Facilitator Administration Diplomas Now Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Meeting notes Action Plans

**G16.B3** Scheduling of parent meeting

**G16.B3.S1** The parents of each student discussed during EWI meetings will be contacted to inform them of the intervention plan devised for their student. Parent conferences will be scheduled through the STF and the CY (City Year) and CIS (Communities in Schools) Site Coordinators to better coordinate and increase possible meeting times.

### Action Step 1

In an on-going process initiated after the EWI meeting, the STF, CIS, CY, and the student's counselor will discuss the student plan and the interventions that have been implemented to improve attendance, behavior, or course performance. Evidence from logs, action plans, and quarterly data will be examined in this step.

#### Person or Persons Responsible

School Transformation Facilitator, Communities In School, Guidance Counselor, and City Year Corp.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Logs, Action Plans, and Quarterly Data

### Plan to Monitor Fidelity of Implementation of G16.B3.S1

The STF, CIS, CY, and the student's counselor will determine availability and schedule parent meeting times. This process is on-going and will be documented through a shared calendar and logs of contacts made.

#### Person or Persons Responsible

School Transformation Facilitator, Communities In School, Guidance Counselor, and City Year Corp.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Calendars Contact logs

**Plan to Monitor Effectiveness of G16.B3.S1**

Parent meeting attendance logs as well as meeting notes will be maintained and student progress will be examined monthly to determine if follow-up with parents is needed.

**Person or Persons Responsible**

School Transformation Facilitator Guidance Counselor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Attendance Logs and Meeting Notes

## 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
Miami Carol City Senior High provides services 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 also provided to students. Instructional 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 needs 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, foster and/or 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 comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Dropout Prevention Programs.
Title II
The Drop Out Prevention Program incorporates teacher student mentoring, enhanced job skills training, intensive basic skills to fulfill graduation requirements, and parent involvement to increase the number of students graduating with a high school diploma.
Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The district uses funds to provide the following:
• tutorial programs
• parent outreach activities
• reading and supplemental instructional materials
Title X- Homeless
The Miami-Dade County Public School District provides a Homeless Assistance Program to ensure a successful educational experience for homeless children. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Project Upstart provides tutoring and counseling services at homeless shelters, sensitivity and awareness campaigns and academic enrichment summer camps for homeless students. The district homeless liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless and provides training for school registrars and counselors under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Violence Prevention Programs
Miami Carol City Senior High School offers a non-violence and anti-drug program, which includes field trips, community service and counseling. There is a counselor who receives district-based training on Safe and Drug-Free Schools. The counselor focuses on counseling students to solve problems related to violence, drug/alcohol use and other crises. Additionally, Miami Carol City is using the Positive Behavior School

Model where incentives are used as a reward system for appropriate behavior. Positive behavior is emphasized among the faculty and student body.

Nutrition Programs

1) Miami Carol City Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Supplemental Academic Instruction (SAI)

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

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 advance of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Community based partnerships will provide students with a job skills program which allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students also participate in an executive internship program.

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

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

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

**G4.** The results from the 2013 FCAT Writing Assessment indicate that 53% (240) of students achieved Level 3.5 proficiency. Our goal for 2013-2014 school year is to increase Level 3.5 student proficiency by 14%.

**G4.B1** There is limited evidence of creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction.

**G4.B1.S1** Provide professional development to teachers with strategic steps for analyzing student data.

### PD Opportunity 1

Review professional development sign-in sheets and agendas. Review lesson plans for evidence of implementation of differentiated instruction. Review coaching logs and calendars. Monitor peer observations through note-taking/note-making.

#### Facilitator

Writing Coach or ETO Writing Curriculum Support Specialist

#### Participants

Writing Coach, Administration

#### Target Dates or Schedule

Administrative Classroom walk-through and observations and common planning observations.

#### Evidence of Completion

Student work folders, coaching logs, lesson plans

**G4.B2** There is limited evidence of the authentic writing process being implemented in ninth grade.

**G4.B2.S1** Provide professional development to teachers with strategic steps for analyzing student data. Provide teachers with strategic steps for creating and implementing differentiated instruction lessons that will support the writing process. Provide active coaching on creating and implementing authentic writing activities that address student needs as it relates to differentiated instruction. Identify observational classrooms and best practices to provide peer observations in the implementation of aligning resources and differentiated instruction.

### PD Opportunity 1

Analyze lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars.

#### Facilitator

Writing Coach

#### Participants

Literacy Coach, Administration , ETO Support Staff, Teachers

#### Target Dates or Schedule

Conduct administrative walk-throughs in ninth grade classes for evidence of the writing process.

#### Evidence of Completion

Review professional development sign-in sheets and agendas. Teacher reflection on lesson plans and student work samples for evidence of analytical/college writing. Review coaching logs and calendars.

**G4.B3** There is limited evidence of lesson study cycles in Creative Writing that focus on conventions, elaboration, transitions, the writing traits, and how to include figurative and descriptive language in writing assignments

**G4.B3.S1** Provide professional development on how to infuse conventions, elaboration, transitions, the writing traits, and figurative and descriptive language in writing assignments. Provide professional development on the "impact" of Lesson Study as it relates to teacher capacity. Conduct a Lesson Study cycle in the writing classes focusing on teacher and student needs.

### PD Opportunity 1

Provide professional development on how to infuse conventions, elaboration, transitions, the writing traits, and figurative and descriptive language in writing assignments. Provide professional development on the "impact" of Lesson Study as it relates to teacher capacity. Conduct a Lesson Study cycle in the writing classes focusing on teacher and student needs.

#### Facilitator

Literacy Coach

#### Participants

Literacy Coach, Administration , ETO Support Staff, Teachers

#### Target Dates or Schedule

Conduct administrative walkthroughs for evidence of implementation of Lesson Study focus.

#### Evidence of Completion

Review professional development sign-in sheets and agendas. Observe the Lesson Study process from planning to debriefing to evaluate the effectiveness of implementation.

**G4.B6** There is limited evidence of analytical writing assignments that prepare students for college-level writing.

**G4.B6.S1** Provide professional development on college-level writing. Provide active coaching on the implementation of college-level writing. Create lesson plans during common planning which reflect college-level writing skills.

### PD Opportunity 1

Create lesson plans during common planning which reflect analytical writing skills. Create a partnership with local colleges to enhance student opportunities for exposure to college-level writing.

#### Facilitator

ETO Curriculum Support Specialist

#### Participants

Literacy Coach and Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student work Folders and displayed work

**G5.** The results of the 2013 Algebra EOC Assessment indicate that 33% (133) of our students scored a level 3 and 11% (43) scored a level 4 or above. Our goal is to increase the number of student making a level 3 and 4 (or above) by 3% and 4% respectively.

**G5.B1** Insufficient use of rigorous questioning and activities are evident during instruction.

**G5.B1.S1** Provide professional development for planning and executing rigorous questioning and activities in the math classroom.

### PD Opportunity 1

Professional Development

#### Facilitator

#### Participants

Instructional Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Analyze the components of the benchmarks by lesson to scaffold questioning and activities to be implemented throughout the lesson.

**G5.B3** The use of assessment data is not being maximized in instructional planning (decision making) to effectively increase student performance.

**G5.B3.S1** Use data to set goals, provide interventions and enrichment, and differentiate instruction to meet the various needs of students

### PD Opportunity 1

Observation/Monitoring

#### Facilitator

#### Participants

Administrator and Math Coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed.

**G6.** The results of the 2013 Algebra 1 EOC test revealed that approximately 163 eleven grade students still need to pass the Algebra 1 EOC. Our goal is to have 25% of these students pass.

**G6.B1** Students are unable to maintain momentum in the progression in achievement level.

**G6.B1.S1** Utilize assessment data to establish intervention, maintenance, and enrichment groups

### PD Opportunity 1

Intervention, tutorials ,Differentiated Instruction

#### Facilitator

#### Participants

Algebra 1 EOC Retakes Teachers

#### Target Dates or Schedule

August through December

#### Evidence of Completion

Develop effective lessons that incorporate DI activities that support student deficiencies. Student work samples

**G6.B2** Students learn by example and process steps.

**G6.B2.S1** Provide teachers with ongoing training for active learning strategies and project base learning to implement the curriculum with fidelity.

### PD Opportunity 1

Project Based Learning

#### Facilitator

District Personnel Instructional Coaches

#### Participants

Instructional Coaches and Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Agenda, Lesson Plans, completed project, Student work samples

**G6.B2.S2** Provide teachers with ongoing training in differentiated instruction and will implement differentiated approaches to curriculum delivery to address various student needs

### PD Opportunity 1

Provide professional development to ensure activities, meet the needs of low, average, high performing students

#### Facilitator

Bruno,F Diaz,S Robinson

#### Participants

Math Coaches and Teachers

#### Target Dates or Schedule

August - December

#### Evidence of Completion

Common planning agendas

**G8.** The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%.

**G8.B1** Insufficient use of rigorous questioning and activities are evident during instruction in all grade levels.

**G8.B1.S1** Provide Professional development on analyzing components of the benchmarks by lesson to scaffold questioning/activities and use the lesson study process for implementation.

### PD Opportunity 1

Will analyze the benchmark and develop active learning activities

#### Facilitator

Bruno Diaz Robinson

#### Participants

Instructional Coach and Teachers

#### Target Dates or Schedule

Common planning - ongoing

#### Evidence of Completion

Tangible products - i.e. student work samples, student engagement, documents generated by the process that can be collected and reviewed

**G9.** According to the results of the 2013 Biology I EOC, students scoring at level 3 was 32% (151). Our goal is to have all Level 3s to increase by 8% from 32% passing to 40%.

**G9.B1** Computer access for teachers to have students, enrolled and trained on Edgenuity

**G9.B1.S2** We will use Edgenuity's Biology Prep Course platform to launch our home-learning program

### PD Opportunity 1

During common planning, Edgenuity Specialist will come and train Biology and Research teachers on the Edgenuity platform

#### Facilitator

Kristine Kines From Edgenuity

#### Participants

Science Coach and all Biology and Research 3 Teachers

#### Target Dates or Schedule

September 9, 2013

#### Evidence of Completion

District Interim data will also be analyzed and log charts utilized to monitor student usage rate on Edgenuity.

**G10.** According to the results of the 2013 Biology I EOC, students scoring at or above level 4 was 7%(35). Our goal is increase students scoring at or above Level 4 by 5% for an overall average of 12%.

**G10.B1** Teacher buy-in and willingness to implement strategies and follow through with fidelity.

**G10.B1.S2** To improve rigor, in common planning, the Science Coach will model for teachers how to scaffold the elements of the lab write-up, by first focusing on "development of hypothesis and understanding variables" one week, "qualitative and quantitative data collection and observations" the next week, "understanding trends in graphs and charts in data analysis" another week, and "writing a strong conclusion" the last week.

### PD Opportunity 1

Will model for teachers how to scaffold the elements of the lab write-up, by first focusing on "Development of Hypothesis and Understanding Variables" one week, " qualitative and quantitative data collection and observations" the next week, "understanding trends in Graphs and Charts in Data Analysis" another week, and "writing a strong conclusion" the last week. Teacher will provide students with a "skeletal writing framework" for writing conclusions and will gradually remove the support as students become more independent.

#### Facilitator

Science Coach Jean-Charles

#### Participants

Science Coach

#### Target Dates or Schedule

August 21 - ongoing

#### Evidence of Completion

Evidence from studentlLab composition notebooks will be reviewed during Common planning and through walk-through by both Science Coach and AP over science

**G11.** As part of the STEM Initiative, we want to double the number of students (level 3s and up) from last year, who will participate in STEM related activities.

**G11.B2** Parent, Student, Teacher and Administrative support and dedicate involvement in these programs.

**G11.B2.S4** Science Coach and a committee group will design and oversee the implementation of a Research Aquarium Lab, with live fish and other fresh water organism. This Research Lab is centered on inquiry/ project-based learning. Selected students will interact with universities and local vendors and breeders at different points in this Research Course.

### PD Opportunity 1

Will design and oversee the implementation of a Research Aquarium Lab Curriculum, with live fish and other fresh water organism.

#### Facilitator

Appropriate personal or expert in the field

#### Participants

Science Coach and AP over science

#### Target Dates or Schedule

September 12 -Ongoing

#### Evidence of Completion

Data from biweekly benchmark assessments will be analyzed to monitor effectiveness and student progress. District Interim data will also be analyzed along with student-based inquiry labs and research work.

**G12.** Our Goal for enrolling students in on or more accelerated STEM-related courses will increase by 8%

**G12.B1** Passing rate of various programs not sufficient to maintain the academy.

**G12.B1.S1** Identify students who are most likely to pass the exam via performance in class and at eh clinical site.

### PD Opportunity 1

Ample candidates with test taking strategies and practice questions as it relates to the state exam implement an incentive program for successful completion of the Health Science Academy (i.e. passing of all ICE)

#### Facilitator

ETO/District

#### Participants

Administrators Teachers

#### Target Dates or Schedule

Offer 9th period class( starting February 18, 2013) to candidates identified as strong candidates for pass state exams.

#### Evidence of Completion

Weekly walkthroughs, student work samples mini assessments

**G13.** Our goal is to increase students taking one or more advanced placement exam for STEM-related courses by 9%.

**G13.B1** Student meeting AP potential and awareness

**G13.B1.S1** Teachers will utilize backward planning to create an action plan to address advance placement timelines and continue to refine through common planning.

### PD Opportunity 1

All grade 11 and 12 students are scheduled for industry certification courses, advance placement, and/or dual enrollment courses.

#### Facilitator

Instructional coach

#### Participants

Instructional Coach and Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students are enrolled in classes appropriately

**G15.** The anticipated goal for the 2013-2014 school is that 35% of our students will score at a level 3 proficiency.

**G15.B1** Some evidence of US History teachers using Social Studies specific data to drive instruction and conduct data chats with administration/students. There is a need for purposeful and consistent implementation of differentiated instruction.

**G15.B1.S1** Administer, consistently, the Social Studies benchmark specific assessments available (2013-2014) via Edusoft. The resulting data is to be used for in depth data analysis in the 11th grade US History classes. Analysis should lead to student-centered data chats utilizing the Data Chat Form, ongoing progress monitoring with the US History Data Tracker, and the use of data in planning for instruction and any required remediation for students below mastery. Specific data should be included on the student quarterly progress report.

### PD Opportunity 1

Administrative monitoring of data use (chats, student folders, classroom display, and Quarterly Progress Reports) by the teachers to drive instruction, conduct ongoing progress monitoring, remediation of students below mastery, and that the students are well aware of their personal data for US History

#### Facilitator

ETO/CSS

#### Participants

Social StudiesTeachers

#### Target Dates or Schedule

Conduct ongoing progress monitoring

#### Evidence of Completion

Student Data Chat Forms, Teacher Data Binder

# Appendix 2: Budget to Support School Improvement Goals

## Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| G8. | The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%. | $400 |
| | Total | $400 |

## Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Professional Development | Total |
|----------------|------------------------|--------------------------|-------|
| Title I/EESAC | $0 | $400 | $400 |
| | $0 | $0 | $0 |
| Total | $0 | $400 | $400 |

## Budget Details

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

**G6.** The results of the 2013 Algebra 1 EOC test revealed that approximately 163 eleven grade students still need to pass the Algebra 1 EOC. Our goal is to have 25% of these students pass.

**G6.B2** Students learn by example and process steps.

**G6.B2.S1** Provide teachers with ongoing training for active learning strategies and project base learning to implement the curriculum with fidelity.

### Action Step 1

Project Based Learning

### Resource Type

Evidence-Based Program

### Resource

This program will have students learning through inquiry base projects that will provide critical thinking and rigor.

### Funding Source

Title I/EESAC

### Amount Needed

$0

**G8.** The results of the 2013 Geometry EOC Assessment indicate that 29% (132) of our students scored a level 3 and 8% (34) scored at level 4. Our goal for the 2013-2014 school year is to increase by Level 3 and 4 by 6% and 7%.

**G8.B1** Insufficient use of rigorous questioning and activities are evident during instruction in all grade levels.

**G8.B1.S1** Provide Professional development on analyzing components of the benchmarks by lesson to scaffold questioning/activities and use the lesson study process for implementation.

**Action Step 1**

Will analyze the benchmark and develop active learning activities

**Resource Type**

Professional Development

**Resource**

Establish a book study

**Funding Source**

Title I/EESAC

**Amount Needed**

$400

**G11.** As part of the STEM Initiative, we want to double the number of students (level 3s and up) from last year, who will participate in STEM related activities.

**G11.B2** Parent, Student, Teacher and Administrative support and dedicate involvement in these programs.

**G11.B2.S4** Science Coach and a committee group will design and oversee the implementation of a Research Aquarium Lab, with live fish and other fresh water organism. This Research Lab is centered on inquiry/ project-based learning. Selected students will interact with universities and local vendors and breeders at different points in this Research Course.

### Action Step 1

Will design and oversee the implementation of a Research Aquarium Lab Curriculum, with live fish and other fresh water organism.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

### Amount Needed