2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Miami Lakes Senior High

7977 W 12TH AVE

Hialeah, FL 33014

305-823-1330

http://schoolsites.schoolworld.com/schools/hialeah/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	83%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	96%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	A	B	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

Hialeah Miami Lakes Sr. High

Principal

Jose Bueno

School Advisory Council chair

Ms. Duysevi Karan-Miyar

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

Name	Title
Michelle Ruiz	ELL Department Chair
Elena Camacho	Students with Disability Chair
Eileen Padro	Student Services Department Chair
Angel Marti	EBD Counselor
Elizabeth Portuondo	Art Therapist
Odalys Acosta	TRUST Counselor
Ofelia Diaz	Social Worker
Dr. Larry Koch	Psychologist
Shanina Stefiuk	Reading Coach
Samantha Moulton	Reading Coach
Tosha Daniel	Mathematics Coach
Jessica Concepcion	Graduation Coach
Robert Mayrovitz	Science Department Chair
Jose Bueno	Principal
Cynthia Prado	Assistant Principal
Ronald Butler	Assistant Principal
Jennifer Murray	I-Prep Lead Teacher
Eileen Padro	Student Services
Odalys Acosta	TRUST Counselor
Jessica Concepcion	Graduation Coach
Michael Philips	IT

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,
Assistant Principal-2
UTD Steward-1
Teachers-5
Parents-2
Students-5
Educational Support Employee-1
Business/Community Representative-1

Involvement of the SAC in the development of the SIP

The School Advisory Council:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) at Hialeah-Miami Lakes Senior High School provides an unbiased forum for professional and community collaboration among all stakeholders in order to foster a learning environment that supports the school's vision and mission. The EESAC is the sole governing and decision-making body for the implementation of the School Improvement Plan. The purpose of the EESAC is to work to insure improved student achievement. In order to meet these goals, EESAC engages in the following activities: prepares and evaluates the School Improvement Plan (SIP); assists in the preparation of the school's annual budget; assists in the preparation and delivery of necessary and appropriate educational programs and services; supports all stakeholders in their interests related to the improvement of student achievement. Decisions on courses of action result from discussion of issues and the arrival at group consensus as the primary function of EESAC Members monthly meetings which are advertised and open to the public. During these sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. All recommendations or decisions made by the EESAC shall be consistent with the FCIM, the Competency Based Curriculum (CBC), the State vocational/business standards, pertinent Academy curricula, and the New Generation Sunshine State Standards strands and benchmarks, to ensure continuity, alignment, and achievement. The EESAC convenes once a month. All issues and requests brought before it for consideration must be justified as items necessary for enhancing and improving the goals and objectives of the School Improvement Plan, and thus the services provided to our students. The EESAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the EESAC is kept apprised of the staffing allocation considerations as well. Everything that the EESAC considers is tied to resource allocation for the purpose of enhancing student achievement.

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

Professional Development $1,500.00. Student Incentives $2,000.00,

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
4

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

Administrator Information:

Jose Bueno		
Principal	Years as Administrator: 16	Years at Current School: 3

Credentials	Bachelor of Science in Social Studies; Master of Science in Educational Leadership Certified in Social Science5-9; Educational Leadership K-12
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – C Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -D High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -A High Standards-Rdg. 63 High Standards-Math 65 Lrng Gains-Rdg. 66 Lrng. Gains-Math 73 Gains R-25 79 Gains M-25 79 2009 -A High Standards-Rdg. 58 High Standards-Math 63 Lrng Gains-Rdg. 30 Lrng. Gains-Math 74 Gains R-25 75 Gains M-25 76

Cynthia Prado		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Bachelor of Science in Psychology; Master of Science in Educational Leadership Certified in Mathematics 5-9; Educational Leadership K-12
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – C Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -B High Standards-Rdg. 42 High Standards-Math 80 Lrng Gains-Rdg. 49 Lrng. Gains-Math 80 Gains R-25 47 Gains M-25 79 2010 -C High Standards-Rdg. 41 High Standards-Math 77 Lrng Gains-Rdg. 48 Lrng. Gains-Math 76 Gains R-25 71 Gains M-25 71 2009 -B High Standards-Rdg. 38 High Standards-Math 74 Lrng Gains-Rdg. 33 Lrng. Gains-Math 83 Gains R-25 65 Gains M-25 84

Ron Butler		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	Bachelor of Science in Physical Education; Master of Science in Educational Leadership Certification- Physical Education K-12; English 6-8; Educational Leadership K-12
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – C Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -D High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -D High Standards-Rdg. 41 High Standards-Math 39 Lrng Gains-Rdg. 59 Lrng. Gains-Math 64 Gains R-25 66 Gains M-25 66 2009 -C High Standards-Rdg. 38 High Standards-Math 37 Lrng Gains-Rdg. 15 Lrng. Gains-Math 59 Gains R-25 74 Gains M-25 64

Barbara Vinas		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor's Degree in Elementary Education K-6; Master 's Degree Reading K-12;Specialist Degree in Educational Leadership Certified Elementary Education K-6 Varying Exceptionalities Reading K-12 Educational Leadership K-12 ESOL Endorsed
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – School Grade Rdg. Proficiency, 63% Math Proficiency, 65% Rdg. Lrg. Gains, 66 Math Lrg. Gains, 73 Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 79% Note: Lead Teacher at Thena C. Crowder in '12 a PLC (Pre K- 3rd) - No School Grade assigned. 2011 -A High Standards-Rdg. 63 High Standards-Math 65 Lrng Gains-Rdg. 66 Lrng. Gains-Math 73 Gains R-25 79 Gains M-25 79 2010 -A High Standards-Rdg. 58 High Standards-Math 63 Lrng Gains-Rdg. 30 Lrng. Gains-Math 74 Gains R-25 75 Gains M-25 76 2009 -A High Standards-Rdg. 84 High Standards-Math 81 Lrng Gains-Rdg. 73

Lrng. Gains-Math 74
Gains R-25 57
Gains M-25 71 2013 – Pending
Rdg. Proficiency, 41%
Math Proficiency, 54%
Rdg. Lrg. Gains, 68points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% 76%
Math Imp. of Lowest 25% 77%
Rdg. AMO –54
Math AMO–40
2012 – School Grade
Rdg. Proficiency, 63%
Math Proficiency, 65%
Rdg. Lrg. Gains, 66
Math Lrg. Gains, 73
Rdg. Imp. of Lowest 25% 79%
Math Imp. of Lowest 25% 79%
Note: Lead Teacher at Thena C. Crowder in '12
a PLC (Pre K- 3rd)
- No School Grade assigned.
2011 -A
High Standards-Rdg. 63
High Standards-Math 65
Lrng Gains-Rdg. 66
Lrng. Gains-Math 73
Gains R-25 79
Gains M-25 79
2010 -A
High Standards-Rdg. 58
High Standards-Math 63
Lrng Gains-Rdg. 30
Lrng. Gains-Math 74
Gains R-25 75
Gains M-25 76
2009 -A
High Standards-Rdg. 84
High Standards-Math 81
Lrng Gains-Rdg. 73
Lrng. Gains-Math 74
Gains R-25 57
Gains M-25 71 2013 – Pending
Rdg. Proficiency, 41%
Math Proficiency, 54%
Rdg. Lrg. Gains, 68points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% 76%
Math Imp. of Lowest 25% 77%
Rdg. AMO –54
Math AMO–40
2012 – School Grade

Rdg. Proficiency, 63%
Math Proficiency, 65%
Rdg. Lrg. Gains, 66
Math Lrg. Gains, 73
Rdg. Imp. of Lowest 25% 79%
Math Imp. of Lowest 25% 79%
Note: Lead Teacher at Thena C. Crowder in '12
a PLC (Pre K- 3rd)
- No School Grade assigned.
2011 -A
High Standards-Rdg. 63
High Standards-Math 65
Lrng Gains-Rdg. 66
Lrng. Gains-Math 73
Gains R-25 79
Gains M-25 79
2010 -A
High Standards-Rdg. 58
High Standards-Math 63
Lrng Gains-Rdg. 30
Lrng. Gains-Math 74
Gains R-25 75
Gains M-25 76
2009 -A
High Standards-Rdg. 84
High Standards-Math 81
Lrng Gains-Rdg. 73
Lrng. Gains-Math 74
Gains R-25 57
Gains M-25-71

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Tosha Daniels		
Full-time / School-based	Years as Coach: 8	Years at Current School: 20

Areas	Mathematics
Credentials	Bachelor's Degree in Mathematics Education; Master's Degree in Mathematics; Specialist Degree in Educational Leadership Certified in Mathematics K-12; Educational Leadership K-12.
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – C Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -D High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -C High Standards-Rdg. 28 High Standards-Math 62 Lrng Gains-Rdg. 47 Lrng. Gains-Math 71 Gains R-25 68 Gains M-25 68 2009 -D High Standards-Rdg. 25 High Standards-Math 57 Lrng Gains-Rdg. 23 Lrng. Gains-Math 72 Gains R-25 46 Gains M-25 70

Shanina Stefiuk		
Full-time / School-based	Years as Coach: 4	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Elementary Education; Master's Degree in Reading and Special Education; Specialist Degree in Educational Leadership Certified in Elementary Education K-6; Reading K-12; Special Education K-12; Educational Leadership K-12; ESOL Endorsement	
Performance Record	2013 – Pending Rdg. Proficiency, 41% Math Proficiency, 54% Rdg. Lrg. Gains, 68points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% 76% Math Imp. of Lowest 25% 77% Rdg. AMO –54 Math AMO–40 2012 – C Rdg. Proficiency, 37% Math Proficiency, 40% Rdg. Lrg. Gains, 67points Math Lrg. Gains, 60points Rdg. Imp. of Lowest 25% 79% Math Imp. of Lowest 25% 70% Rdg. AMO –49 Math AMO–33 2011 -D High Standards-Rdg. 32 High Standards-Math 61 Lrng Gains-Rdg. 44 Lrng. Gains-Math 66 Gains R-25 44 Gains M-25 60 2010 -C High Standards-Rdg. 28 High Standards-Math 62 Lrng Gains-Rdg. 47 Lrng. Gains-Math 71 Gains R-25 68 Gains M-25 68 2009 -D High Standards-Rdg. 25 High Standards-Math 57 Lrng Gains-Rdg. 23 Lrng. Gains-Math 72 Gains R-25 46 Gains M-25 70	

Samantha Moulton		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, Other
Credentials	Bachelor's Degree in Biology Certified in Biology 6-12, English 6-12 Reading Endorsed K-12
Performance Record	2013-Pending Rdg. Proficiency, 37% Math Proficiency,49 % Rdg. Learning Gains, 60 points Math Learning Gains, 61points Rdg. Imp. of Lowest 65 Math. Imp. of Lowest 70 Rdg. AMO 54 Math, AMO 40 2012- B Rdg. Proficiency, 40% Math Proficiency,54 % Rdg. Learning Gains, 61points Math Learning Gains, 59points Rdg. Imp. of Lowest 65 Math. Imp. of Lowest 70 Rdg. AMO Math, 2011- D High Standards Rdg.32 High Standards Math 61 Rdg. Learning Gains, 44 Math Learning Gains, 66 Gains R-25 44 Gains M-25 60 2010- C High Standards Rdg.28 High Standards Math 62 Rdg. Learning Gains, 47 Math Learning Gains, 71 Gains R-25 68 Gains M-25 68 2009- D High Standards Rdg.25 High Standards Math 57 Rdg. Learning Gains, 23 Math Learning Gains, 72 Gains R-25 46 Gains M-25 70

Classroom Teachers

# of classroom teachers
106

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
54%

 # certified in-field
100, 94%

 # ESOL endorsed
26, 25%

 # reading endorsed
12, 11%

 # with advanced degrees
43, 41%

 # National Board Certified
4, 4%

 # first-year teachers
2, 2%

 # with 1-5 years of experience
13, 12%

 # with 6-14 years of experience
41, 39%

 # with 15 or more years of experience
50, 47%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

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

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

The Leadership Team is responsible for recruiting and retaining highly qualified teachers.
The school's strategies to recruit and retain highly qualified teachers include:
1. Conduct regular meetings with new teachers (Principal/AP)
2. Partnering new teachers with veteran staff for mentoring opportunities (Assistant Principal)
3. Soliciting referrals from current employees (Principal/AP)
4. Review applicant resumes for appropriate certifications for open positions (Principal/AP)
5. Offer teachers leadership opportunities (Principal)

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

Mentoring and induction for New Teachers (MINT) Program: Pairing of novice teachers with mentor teachers.

The school's teacher mentoring program includes pairing a mentor who is highly qualified with successful teaching experience and certified in the mentee's subject area to ensure the success of the mentee. Activities between mentor and mentee include Bi-Weekly meetings, Informal observation with feedback, classroom modeling, and participation in the District's MINT program.

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 Leadership Team is 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. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.

1. MTSS Leadership Team leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;

• Teacher(s), Department Chairs and Coaches who share the common goal of improving instruction for all students; and

• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

• School reading, math, science, and behavior specialists

• Special education personnel

• School guidance counselor

• School psychologist

• School social worker

• Member of advisory group

• Community stakeholders

3. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups' targeted students who need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provide in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Jose Bueno, Principal; Ronald Butler, Assistant Principal; Cynthia Prado, Assistant Principal, and Barbara Vinas, Assistant Principal will schedule and facilitate regular RtI meeting, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators the school Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Michelle Ruiz, ELL Department Chair
• Elena Camacho, Students with Disability Chair
• Eileen Padro, Student Services Department Chair
• Angel Marti, EBD Counselor
• Elizabeth Portuondo, Art Therapist
• Odalys Acosta, TRUST Counselor
• Ofelia Diaz, Social Worker
• Dr. Larry Koch, Psychologist
• Shanina Stefiuk, Reading Coach
• Samantha Moulton, Reading Coach
• Tosha Daniel, Mathematics Coach
• Jessica Concepcion, Graduation Coach
• Robert Mayrovitz, Science Department Chair
In addition to Tier 1 problem solving, the Leadership Team will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS team: Dr. Larry Koch, Eileen Padro, Michelle Ruiz, Shanina Stefiuk, Samantha Moulton, and Tosha Daniels will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team: Barbara Vinas, Tier Team 2, and parent/guardian make up the Tier 3 SST Problem Solving Team

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.
In addition, the following steps will be considered by Hialeah-Miami Lakes Senior High's MTSS Leadership Team to address how we can utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The MTSS Leadership Team will:
1. Monitor academic and behavior data evaluating progress through the Tier 1 and Tier 2 worksheet document aimlines and supports for any academic or behavioral goal listed on the SIP plan also addressing the following questions:
• What will all students learn? (curriculum based on standards)

• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (response to intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine effective professional development for faculty as indicated by student intervention and achievement needs.
3. Hold monthly leadership team meetings.
4. Maintain communication with staff for input and feedback, and updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress
8. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
9. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
10. The MTSS Leadership Team will provide levels of support and interventions to students based on data.
The MTSS Leadership Team will monitor that all professional development skills and strategies that are learned are being im7plemented in classrooms.

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
2. Managed data will include:
Academic
• Edusoft Data
• FAIR assessment
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific mini benchmark 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
3. 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

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

Conduct monthly meetings to discuss interventions, feedback, and assure full implementation of the
The school will participate in the MTSS district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. The MTSS problem solving model will also be supported through Professional Development and Parent Academies. It will be provided during secondary early release days and during professional learning communities (PLC) meetings. The goal of the professional development is to provide support for school staff to understand basic MTSS principles and procedures
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures. A description of MTSS and MTSS parent resources will be available on the school's web site and allocated in the Parent Resource Room.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

Students will have the opportunity to participate in the following:
Saturday School-Tutoring Academy Students will receive additional instruction in core subjects as Reading, Math, Writing, Biology, U.S History, and SAT/ACT practice to assist them in passing state required assessments.

Strategy Purpose(s)
""

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

Data is collected through District Interim assessments and curriculum based assessments to monitor and ensure students are making progress on targeted and tested item specifications on each assessment.

Who is responsible for monitoring implementation of this strategy?

The administrative team, department chairpersons, instructional coaches, and teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Jose Bueno	Principal
Ron Buter	Assistant Principal
Cynthia Prado	Assistant Principal
Barbara Vinas	Assistant Principal
Shanina Stefiuk	Reading Coach
Samantha Mouton	Reading Coach
Michelle Ruiz	ELL Department Chair
Janine Castillo	Writing Department Chair
Tosha Daniels	Mathematics Coach
Gloria Flores	Media Specialist

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Literacy Leadership Team. The team will meet at least once per term throughout the school year. School Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.
The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings. The principal will provide necessary resources to the LLT. The reading coaches will share their expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coaches will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coaches will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.
At Hialeah-Miami Lakes Sr. High, we will meet at least once per term to discuss ways to enhance literacy across the curriculum, make curriculum decisions, and address all school wide needs or issues that pertain to literacy. We implemented a required summer reading per grade level and a suggestive summer reading for students to help establish a reading club. We discussed having a Curriculum Fair, Book of the Month, as well as a Community Read Aloud. Our goal is to develop a school wide literacy plan as part of the school improvement plan. We want to create a capacity of reading knowledge within the school building and focus on the areas of literacy concern across the school.

Major initiatives of the LLT

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the LLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning

•developing a school wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

Every Teacher Contributes to Reading Instruction

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

Hialeah-Miami Lakes Sr. High will be implementing Literacy Across the Curriculum Plan that involves all our teachers. All of our electives and non-tested content areas; will be assigned a content cluster that correlates best with their curriculum. Teachers will be using openers based on school-wide instructional focused calendar and Reading Task Cards. The following professional development topics will be provided through our Professional Learning Communities (PLC), Early Release Days, & Professional Development Days:
• Utilizing the Reading Task Cards
• Reciprocal Teaching
• 3 school wide CRISS strategies
• School wide Instructional Focus Calendars
• Writing in the Content Area
• Differentiated Instruction
• Infusing Common Core Standards through content area classes.
All departments will be collaborating through the PLC meetings.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Hialeah-Miami Lakes Senior High School set the foundation of all efforts to improve high school students' transition to postsecondary education and/or careers with an applied and integrated curriculum that connects academic and vocational learning. The Smaller Learning Communities at Hialeah-Miami Lakes Senior High are the following: Visual and Performing Arts Academy (Art, Band, Choir, and Piano); Health Academy (Anatomy, First Responder, and Health Science); Business Academy (Business Management & Law, Entrepreneurship, Computer Skills, and Web Design); Communications Academy (Newspaper, TV Production, and Yearbook). Students select their academy through the assistance of the student services department and begin to take coursework in the area of interest. Moreover, this curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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

Hialeah-Miami Lakes Senior High School by way of Smaller Learning Communities (SLC) program awards discretionary grants to local educational agencies (LEAs) to support the implementation of SLCs and activities to improve student academic achievement in large public high schools with enrollments of 1,000 or more students. SLCs include structures such as freshman academies, multi-grade academies organized around career interests or other themes, "houses" in which small groups of students remain together throughout high school, and autonomous schools-within-a-school, as well as personalization strategies, such as student advisories, family advocate systems, and mentoring programs.

Strategies for improving student readiness for the public postsecondary level

The ACT Online Prep Program, funded by Title I Program, will be made available to all students at Hialeah-Miami Lakes Senior High School. 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. We will continue to track all of our 11th graders who scored a Level 3 or higher on the FCAT Reading or Algebra/Geometry EOC Exam and encourage them to take the SAT, ACT, and/or PERT, in order to determine their "readiness" for postsecondary academia.

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	49%	41%	No	54%
American Indian				
Asian				
Black/African American	35%	25%	Yes	42%
Hispanic	53%	46%	No	57%
White	57%	55%	No	61%
English language learners	29%	11%	No	36%
Students with disabilities	35%	24%	No	42%
Economically disadvantaged	47%	38%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	23%	32%
Students scoring at or above Achievement Level 4	149	18%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	22%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

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)	131	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	69	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	70	28%	35%

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	250	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		68%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	33%	54%	Yes	40%
American Indian				
Asian				
Black/African American	25%	38%	Yes	33%
Hispanic	36%	58%	Yes	42%
White	54%	65%	Yes	58%
English language learners	30%	45%	Yes	37%
Students with disabilities	38%	31%	No	45%
Economically disadvantaged	33%	51%	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]*		31%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		34%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		67%	70%
Students in lowest 25% making learning gains (EOC)		77%	79%

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%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	42%	45%
Students scoring at or above Achievement Level 4	40	10%	12%

Geometry 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	45	11%	13%

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]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	35%	39%
Students scoring at or above Achievement Level 4	81	19%	21%

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		25
Participation in STEM-related experiences provided for students	20	100%	15%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	328	19%	20%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		67%	68%
Students taking one or more advanced placement exams for STEM-related courses	70	15%	16%
CTE-STEM program concentrators	328		350
Students taking CTE-STEM industry certification exams	276	16%	17%
Passing rate (%) for students who take CTE-STEM industry certification exams		67%	68%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	481	28%	38%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	276	16%	26%
Completion rate (%) for CTE students enrolled in *accelerated* courses		67%	70%
Students taking CTE industry certification exams	481	28%	38%
Passing rate (%) for students who take CTE industry certification exams		67%	70%
CTE program concentrators	68	14%	28%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	327	19%	18%
Students in ninth grade with one or more absences within the first 20 days	286	17%	16%
Students in ninth grade who fail two or more courses in any subject	46	10%	9%
Students with grade point average less than 2.0	198	12%	11%
Students who fail to progress on-time to tenth grade	2	0%	0%
Students who receive two or more behavior referrals	552	34%	33%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	450	26%	25%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	25	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	273	71%	73%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	81	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	360	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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	175	32%	42%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 60% to 64%.

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing will increase by 4 Percentage Points from 62% to 66%.

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 3 percentage points from 42% to 45%.

G5. Students in Algebra scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 42%to 45%, and students scoring at or above Achievement Level 4 and above on the EOC will increase by 2 Percentage Points from 10% to 12%.

G6. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 4 Percentage Points from 33% to 37%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Point from 11% to 13%.

G7. During the 2012-2013 school year, only 29% of the school's seniors were determined to be college ready in math. College readiness in math will increase 8 percentage points from 29% to 36%.

G8. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 35% to 49%, and students scoring at Achievement Level 4 and above on EOC will increase by 2 Percentage Point from 19% to 21%.

G9. Students participating in STEM courses and passing CTE/STEM industry exams will increase by percentage points from 67% to 72%

G10. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 10 percentage points from 28% to 38%

G11. Students in U.S. History scoring in the middle third and upper third on the U.S History EOC will increase by 10 percentage points from 33% to 43%

G12. Our goal for this year is to increase attendance to 75% by minimizing unexcused absences.

G13. Parents who participate in parental engagement opportunities will increase by 5 percentage points from 32% to 42%.

G14. Our goal is to increase the graduation rate of all students within each cohort by 10 percentage points from 77% to 87%

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.

Targets Supported

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

Resources Available to Support the Goal

- FCAT 2.0 Task Cards, Common Planning, School-Wide Instructional Focus Calendar, Common Board Configuration, Pacing Guides, Unified Notebooks for IFC, Pull-Out Program, Research Based Technology Programs such as FCAT Focus Achieves and Reading Plus.

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 FCAT 2.0 Reading Test, the area of deficiency for the subgroups Hispanic, White, ELL, SWD, and Economically Disadvantaged was Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

- The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 3 (Literary Analysis) students lack the ability to analyze, interpret, and evaluate an author's use of figurative and descriptive language (e.g. tone, irony, mood, pun, alliteration, allusion, symbolism, hyperbole) and explain how they impact meaning in a variety of texts.

- The barrier for students scoring at Achievement Level 4 or above on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

- The barrier for students scoring at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development.

- The barrier for students scoring at or above Levels 7 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development

- The barrier for students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

- The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application). Students lack the ability to determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. They also struggle with analyzing the author's purpose and perspective in a variety of texts. They have difficulty with comparing and contrasting elements in multiple texts as well as identifying cause-and-effect relationships. Students struggle with analyzing a variety of text structures and text features as well.

- The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside of the classroom.

- The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

- The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible
Literacy Coaches,Administrators

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: District Interim Assessments Quizzes/Test Classroom Walkthrough Summative: 2014 FCAT 2.0 Reading Assessment 2014 FAA Reading Assessment

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 60% to 64%.

Targets Supported

Resources Available to Support the Goal
- P.E.R.T. practice exams, SAT/ACT study guides & practice exams, College Assistance Program (CAP) Advisor, Create college-ready climate , P.E.R.T. practice exams, SAT/ACT study guides & practice exams, College Assistance Program (CAP) Advisor, Create college-ready climate, Testing fee waivers

Targeted Barriers to Achieving the Goal
- Students did not have the means or awareness to register for examinations therefore, students have limited opportunities to engage in college readiness preparedness activities.

Plan to Monitor Progress Toward the Goal

Monitor the number of students that are "College Ready"

Person or Persons Responsible
CAP Advisor, Counselors, Administrators

Target Dates or Schedule:
On-going

Evidence of Completion:
Increase in students who are "College Ready" and participation.

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing will increase by 4 Percentage Points from 62% to 66%.

Targets Supported
- Writing

Resources Available to Support the Goal
- FCAT Writing Calibration Scoring Guides (anchor paper), District Pacing Guides, Baseline Writing Assessments, Interim Writing Assessments, Language Arts Department Chairperson, Common Planning

Targeted Barriers to Achieving the Goal
- The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.

- The barrier for students scoring 4 or above the 2014 FAA was their use of expressive writing skills.

Plan to Monitor Progress Toward the Goal

District Interim Assessments Pre/Post

Person or Persons Responsible
Administrators Literacy Coaches Writing Department Chair

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative: Curriculum Based Assessment District Interim Assessments Classroom Walkthrough
Summative: 2014 FCAT 2.0 Writing Assessment

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 3 percentage points from 42% to 45%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Resources will include district pacing guides, district baseline and interim assessments, and unit assessments. Common planning for all Algebra teachers will take place on a weekly basis. 9th grade Level 1 math students will be scheduled into 9th Grade Intensive Mathematics, supplementing their Algebra instruction.

Targeted Barriers to Achieving the Goal
- Students with Disabilities have difficulty maintaining momentum in achievement level progression in the area of Functions, Linear Equations, and inequalities.

- Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year.

- Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible
Mathematics Department Chair, Math Coach, Administrators, Multi-Tier System of Support (MTSS)/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 EOC results

G5. Students in Algebra scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 42%to 45%, and students scoring at or above Achievement Level 4 and above on the EOC will increase by 2 Percentage Points from 10% to 12%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Resources will include district pacing guides, district baseline and interim assessments, and unit assessments. Common planning for all Algebra teachers will take place on a weekly basis. 9th grade Level 1 math students will be scheduled into 9th Grade Intensive Mathematics, supplementing their Algebra instruction.

Targeted Barriers to Achieving the Goal
- Students have difficulty maintaining momentum in achievement level progression. Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year. Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.
- The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from District Interim Assessment and EOC results.

Person or Persons Responsible
Math Coach Math Department Chair Administrative Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative Assessments-District Interim Assessments Summative Assessments- Results of the 2014 Algebra EOC

G6. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 4 Percentage Points from 33% to 37%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Point from 11% to 13%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Resources will include district pacing guides, district baseline and interim assessments, and unit assessments. Common planning for all Geometry teachers will take place on a weekly basis. 10th grade Level 1 and 2 math students will be scheduled into 10th Grade Intensive Mathematics, supplementing their Geometry instruction.

Targeted Barriers to Achieving the Goal

- According to the results on the 2013 Geometry EOC, an area of great difficulty was Reporting Category 1: Two-Dimensional Geometry. Students have difficulty maintaining momentum in achievement level progression. Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year. Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

- The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2 (Three- Dimensional Geometry). Students need to increase their experience with solving real world problems.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, the Mathematics Professional Learning Communities (PLC), and Common Planning teachers will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, teacher lesson plans Summative: 2014 EOC Geometry

G7. During the 2012-2013 school year, only 29% of the school's seniors were determined to be college ready in math. College readiness in math will increase 8 percentage points from 29% to 36%.

Targets Supported

Resources Available to Support the Goal
- Resources will include district pacing guides, modules located in Learning Village, and practice tests for the different tests designed to determine college readiness. Common planning for all Algebra 2 and Math for College Readiness teachers will take place on a weekly basis.

Targeted Barriers to Achieving the Goal
- Students have difficulty registering for the different tests designed to determine college readiness. As well as, adjusting to the requirements and restrictions for the different tests designed to determine college readiness and difficulty recalling tested material that was taught in prior courses.

Plan to Monitor Progress Toward the Goal

P.E.R.T. practice exams,College Assistance Program (CAP) Advisor, Create college-ready climate, Testing fee waivers

Person or Persons Responsible
CAP Advisor, Counselors, Administrators

Target Dates or Schedule:
Ongoing

Evidence of Completion:
2014-2015 Actual Performance and Target Goals for School Improvement Plan

G8. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 35% to 49%, and students scoring at Achievement Level 4 and above on EOC will increase by 2 Percentage Point from 19% to 21%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Common Planning, District Recommended Pacing Guides, Common Board Configuration, Unified Student Notebook, School Wide Instructional Focus Calendar, Research Based Technology programs such as Edgenuity and GIZMOS

Targeted Barriers to Achieving the Goal
- The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

- The barrier for students scoring Achievement Level 4 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

Plan to Monitor Progress Toward the Goal

Using the FCIM model and District Interim Assessments reports will be generated and analyzed. The results will be shared with the staff to ensure students are making progress in the area of growth and instruction will be adjusted as needed.

Person or Persons Responsible
Science Coach Administrators

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative Assessments Curriculum Based Assessments District Interim Assessments Edusoft Reports Lesson Plans Summative 2014 Biology EOC

G9. Students participating in STEM courses and passing CTE/STEM industry exams will increase by percentage points from 67% to 72%

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal
- Miami-Dade College Dual Enrollment, Florida International University Dual Enrollment, District support personnel, national/local clubs and/or organizations

Targeted Barriers to Achieving the Goal
- The barrier for students participating in STEM related courses is academic constraints on students schedules
- The barrier for students enrolling and completing accelerated STEM courses is academic constraints on students' schedules.
- The barrier for students taking one or more STEM AP exams is academic constraints on students' schedule.
- The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry exam is the student's limited exposure to program requirements.

Plan to Monitor Progress Toward the Goal

Progress of the goal will be monitored through the participation of students enrolled in STEM and attendance at the assemblies.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Assemblies

G10. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 10 percentage points from 28% to 38%

Targets Supported
- CTE

Resources Available to Support the Goal
- Industry Certification Workbooks, Department Chair, scheduling,

Targeted Barriers to Achieving the Goal
- The barrier for students enrolling in CTE courses and taking CTE examinations' is scheduling constraints.
- The barrier for CTE students in accelerated courses and CTE concentrators is scheduling constraints.
- The barrier to teachers holding industry certification is limited opportunities for securing multiple certifications.

Plan to Monitor Progress Toward the Goal

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness rate.

Person or Persons Responsible
Administrators CTE Instructors

Target Dates or Schedule:
On-going

Evidence of Completion:
The percent of CTE students enrolled in dual CTE courses for college Report the number of students who will receive industry certification during the 2013-2014 school year.

G11. Students in U.S. History scoring in the middle third and upper third on the U.S History EOC will increase by 10 percentage points from 33% to 43%

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal
- Social Studies Department Chair, Reading Coach, Common Planning, Instructional Focus Calendar, District Interim Assessments, Common Board Configuration

Targeted Barriers to Achieving the Goal
- The barrier for students scoring in the middle and upper third on the U.S History EOC is the students' unfamiliarity with the application of content specific vocabulary from the period of the Civil War and Reconstruction to the present time.

Plan to Monitor Progress Toward the Goal

Follow FCIM and monitor data from District Interim Assessments U.S History EOC

Person or Persons Responsible
Administrators Literacy Coaches Social Studies Department Head

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative Curriculum Based Assessments District Interim Assessments Summative 2014 U.S History EOC

G12. Our goal for this year is to increase attendance to 75% by minimizing unexcused absences.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Student Services Department, CAP Advisor, TRUST Counselor

Targeted Barriers to Achieving the Goal
- The barrier for students who miss 10 % or more of instructional time and grade nine students with absences in the first twenty days is a result of student apathy toward school attendance and its direct relationship to academic success.

- The barrier for students in grade nine who fail two or more courses and do not move to tenth grade, and students with a G.P.A of less than 2.0 is their unawareness of the requirements listed in the Student Progression Plan and their lack of interest.

- The barrier for students who receive behavioral referrals is unfamiliarity with violations and consequences listed in the Code of Student Conduct.

Plan to Monitor Progress Toward the Goal

Review daily attendance bulletin to identify students who begin to accumulate excessive absences; Refer students how have accumulated excessive absences to TRUST counselor for intervention; Place students on an attendance contract and refer to School Social Worker.

Person or Persons Responsible
Administrative Team, School Social Worker, TRUST Counselor, and Community Involvement Specialist

Target Dates or Schedule:
On-going

Evidence of Completion:
District generated attendance reports and Daily Attendance Bulletin

G13. Parents who participate in parental engagement opportunities will increase by 5 percentage points from 32% to 42%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- District's Parent Academy, PTSA, SAC, Administrtors, Student Services Department, School Social Worker, Community/Business Representatives.

Targeted Barriers to Achieving the Goal
- Parents whose first language is not English are reluctant to engage in school activities; Parents feel that the information provided at school meetings are redundant from previous years and have no relevance to them or their child.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. Our goal is to increase the graduation rate of all students within each cohort by 10 percentage points from 77% to 87%

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- CAP Advisors, Student Services, Teachers,

Targeted Barriers to Achieving the Goal
- The barrier for our students to graduate on-time is their willingness to enroll in Adult Education classes, leaving day school, when falling behind academically.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, formative assessment data reports will analyzed and reviewed to ensure students are making progress in the area of growth and adjust strategies to ensure graduation success.

Person or Persons Responsible
Administrators Student Services

Target Dates or Schedule:
On-going

Evidence of Completion:
District generated reports

Action Plan for Improvement

Problem Solving Key

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.

G1.B1 Based on the results of the 2013 FCAT 2.0 Reading Test, the area of deficiency for the subgroups Hispanic, White, ELL, SWD, and Economically Disadvantaged was Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

G1.B1.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Action Step 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Analyze and monitor student data using appropriate progress monitoring and outcome measures for both Reading to examine trends, set goals, and targets for the year in order to Differentiate Instruction. 7. The teacher will collaborate through Common Planning the sharing of Best Practices to increase student achievement. 8. Implement and monitor the effective use of Explicit Instruction/Gradual Release of Responsibility Model.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments,including teacher assessment.

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-Going

Evidence of Completion

Formative Assessments, Curriculum Based Assessments such as Quizzes/Test, Lesson Plans and Student Work Folders.

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative Assessments, Quizzes/Test, Student work folders

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 3 (Literary Analysis) students lack the ability to analyze, interpret, and evaluate an author's use of figurative and descriptive language (e.g. tone, irony, mood, pun, alliteration, allusion, symbolism, hyperbole) and explain how they impact meaning in a variety of texts.

G1.B2.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inference (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and •encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance. 7. The teacher will collaborate through Common Planning the sharing of Best Practices to increase student achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessment, Student work folders, and lesson plans,

Facilitator:

Leadership Team

Participants:

Reading Teachers Language Art Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, District Interim Assessments, and student work folders

Plan to Monitor Effectiveness of G1.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessment, District Interim Assessment, and student work folders.

G1.B3 The barrier for students scoring at Achievement Level 4 or above on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

G1.B3.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Action Step 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance. 7. Provide teachers with on-going professional development during common planning with a focus on rigorously unwrapping the benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, generated assessments, and District Interim Assessments.

Facilitator:

Leadership Team

Participants:

Reading Teachers Language Arts Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and thefocus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Lesson Plans, Student Work Folders.

Plan to Monitor Effectiveness of G1.B3.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Lesson plans, Student work folders

G1.B4 The barrier for students scoring at Levels 4, 5, and 6 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development.

G1.B4.S1 1. Teachers will target differentiated instruction. 2. Teachers will help students by providing print with visuals and/or symbols as well as using read alouds. 3. Teachers will provide students with continuous review and practice when learning reading concepts. 4. Students will complete multiple reads of a selection prior to responding to comprehension questions. 5. Teachers will encourage students to read from a wide variety of text.

Action Step 1

Teachers will be trained to effectively implements Access Points. Students will be required to do multiple reads of a selection prior to responding to comprehension questions. Students will be encouraged to read from a wide variety of text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment, Access Point Monitoring

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/test, student work folder, lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Site generated assessments, Test/Quizzes

G1.B5 The barrier for students scoring at or above Levels 7 on the 2013 Florida Alternative Assessment (FAA) Reading Test was identifying the main idea and supporting details, text structures, and elements of character development

G1.B5.S1 1. Teachers will target differentiated instruction. 2. Teachers will help students by providing print with visuals and/or symbols as well as using read alouds. 3. Teachers will provide students with continuous review and practice when learning reading concepts. 4. Students will complete multiple reads of a selection prior to responding to comprehension questions. 5. Teachers will encourage students to read from a wide variety of text.

Action Step 1

Teacher will be trained to effectively implement Access Points. Students will be guided to read fiction, non-fiction text and identify the differences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessment

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/test Lesson Plans, Student work folders

Plan to Monitor Effectiveness of G1.B5.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Test/Quizzes and student work folders

G1.B6 The barrier for students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

G1.B6.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

Provide Teachers with professional development in order to increase the Higher Order Questioning Techniques within their class

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plan

Facilitator:

Leadership Team

Participants:

Reading Language Arts Teacher

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators Literacy Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessments District Interim Assessments Summative 2014 FCAT 2.0 Reading Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Administrators Literacy Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessments District Interim Assessments Classroom Walkthrough Summative 2014 FCAT 2.0 Reading Assessment

G1.B7 The barrier for students in the lowest 25% making learning gains on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application). Students lack the ability to determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. They also struggle with analyzing the author's purpose and perspective in a variety of texts. They have difficulty with comparing and contrasting elements in multiple texts as well as identifying cause-and-effect relationships. Students struggle with analyzing a variety of text structures and text features as well.

G1.B7.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature

Action Step 1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/test, Edusoft Reports, Reading Plus, FAIR,

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/test, Edusoft Reports , Reading Plus, FAIR,

Plan to Monitor Effectiveness of G1.B7.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/tests, Edusoft Reports, Reading Plus, FAIR

G1.B8 The barrier for students taking the 2013 CELLA Test in Listening and Speaking was their limited practice using ideas and language to develop reading and writing skills. They also have limited opportunities to listen and speak academic English outside of the classroom.

G1.B8.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in listening. 5. Teachers will use role-play, teacher/student modeling, think-alouds, and cooperative learning as well as group projects to provide support during speaking activities.

Action Step 1

The teacher will model behavior, use illustration/diagrams and simple direct language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders, Achieve 3000 reports, Quizzes/Tests

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Lesson plans, Student work folders

Plan to Monitor Effectiveness of G1.B8.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, student work folders, and Achieve 3000 Reports

G1.B9 The barrier for students taking the 2013 CELLA Test and scoring proficient in Reading was their limited practice in activating and/or building prior knowledge. Students have limited opportunities for reading in English outside of the classroom.

G1.B9.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions, such as provide students with more practice creating a personal view representation, facilitation language production, and writing student statements. 4. Teachers will activate prior knowledge when presenting new material. 5. Teachers will use prediction strategies, read alouds, reader's theatre, chunking and cooperative learning as some of the strategies to present reading material. 6. Teachers will focus on key vocabulary, present vocabulary with context clues, and utilize vocabulary improvement strategies as a means to increase vocabulary development. 7. Word walls, graphic organizers and word banks will be used in the classroom.

Action Step 1

Teachers will activate and build upon prior knowledge. Teachers will plan activities in their instruction to provide the relevant context on the topic discussed. Teachers will use teacher made questions for a given passage or story that relates to what was discussed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student work folders, generated assessments, Achieve 3000 reports

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/tests, Student folders, Lesson planning

Plan to Monitor Effectiveness of G1.B9.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Quizzes/tests, and Achieve 3000 Reports

G1.B10 The barrier for students taking the 2013 CELLA Test and scoring proficient in Writing was their limited practice with the writing process and limited opportunities to write in academic English outside of the classroom.

G1.B10.S1 1. Teachers will used targeted differentiated instruction. 2. Teachers will incorporate Achieve 3000 into their lessons. 3. Teachers will utilize CELLA data to identify students and provide appropriate interventions according to each child's individual writing level. 4. Teachers will provide students with more practice in using the writing process (planning, drafting, revising, editing, and publishing) as well as sharing and responding to writing. 5. Teachers will incorporate reading response journals and/or dialogue journals along with graphic organizers. 6. Teachers will utilize spelling strategies in the classroom. 7. Rubrics will be used by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality.

Action Step 1

The teacher will use dialoged journals for language and writing development. Students will follow the writing process when responding to writing. Writing prompts will be used effectively to engage students in the writing process.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student journals

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Lesson plans, Student work folders

Plan to Monitor Effectiveness of G1.B10.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, Class assignments, Student work folders

G2. On-time graduates scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test will increase by 4 Percentage Points from 60% to 64%.

G2.B1 Students did not have the means or awareness to register for examinations therefore, students have limited opportunities to engage in college readiness preparedness activities.

G2.B1.S1 CAP Advisor and Student Services Department will host group registrations and informational meetings with students and parents focusing on College Readiness activities.

Action Step 1

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

CAP Advisor, Counselors, and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T., ACT, SAT registration

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

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

CAP Advisor, Counselors, and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T., ACT, SAT registration

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the number of students who register for "College Ready" exams.

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in students who are "College Ready"

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing will increase by 4 Percentage Points from 62% to 66%.

G3.B1 The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.

G3.B1.S1 The teacher will implement instructional strategies that focus on the writing process and using varied levels of support through the use of calibration anchor papers.

Action Step 1

The teacher will assist students, through the use of calibration papers, to identify the purpose and intended audience for writing and provide opportunities for them to write for a variety of purposes and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks. Data from pre and post tests; teacher lesson plans

Facilitator:

Castillo

Participants:

Creative Writing Teachers

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Writing Samples and Interim Assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, 2014 FCAT Writing 2.0

G3.B2 The barrier for students scoring 4 or above the 2014 FAA was their use of expressive writing skills.

G3.B2.S1 Provide opportunities for students to write through the writing processs.

Action Step 1

The teacher will provide the students with continuous repetition/practice when learning writing concepts. Students should use graphic organizers withpictures to draft their writing ideas. Students will develop creative writing through journaling, letter writing, and/or applications and resumes.

Person or Persons Responsible

Literacy Coaches Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples

Facilitator:

Castillo

Participants:

Creative Writing Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Writing samples, District Interim Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Literacy Coaches SPED Department Chair Administrative Team

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Assessments, 2014 FCAT Writing 2.0

G4. Students enrolled in target courses at or above Achievement Level 3 on the 2014 Mathematics End-Of-Course (EOC) examinations or at 4 or above on the 2014 FAA in Math will increase by 3 percentage points from 42% to 45%.

G4.B1 Students with Disabilities have difficulty maintaining momentum in achievement level progression in the area of Functions, Linear Equations, and inequalities.

G4.B1.S1 1. Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary. 2. Based on analysis of data, Algebra and 9th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. 9th Grade Intensive Mathematics teachers will implement Carnegie Learning's Cognitive Tutor – a research and technology based software program. 4. Algebra and 9th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices.

Action Step 1

Students will be provided opportunities to solve algebraic proportions in real world and mathematical context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including District Interim Assessments.

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, MTSS, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessments, student work folders, lesson plans.

Plan to Monitor Effectiveness of G4.B1.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Department Chair, Mathematics Coach, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessment, student work folders, District Interim Assessments, 2014 EOC Test

G4.B2 Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year.

G4.B2.S1 1. Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary and student accountable talk. . 2. Based on analysis of data, Algebra and 9th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. 9th Grade Intensive Mathematics teachers will implement Carnegie Learning's Cognitive Tutor – a research and technology based software program. 4. Algebra and 9th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices. 5. Deliver instruction incorporating all components of the Gradual Release Model to provide engaging instruction (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Students will be provided opportunities to solve algebraic proportions in real world and mathematical context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders, site generated assessments, District Interim Assessments.

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and District Interim Assessments

G4.B3 Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

G4.B3.S1 1. Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary. 2. Based on analysis of data, Algebra and 9th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. 9th Grade Intensive Mathematics teachers will implement Carnegie Learning's Cognitive Tutor – a research and technology based software program. 4. Algebra and 9th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices.

Action Step 1

Students will be provided opportunities to solve algebraic proportions in real world and mathematical context.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work folders and site generated assessments, and District Interim Assessments.

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

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Quizzes/Tests and District Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Using the FCIM model, formative assessment data reports will be analyzed and reviewed. The results will be shared with staff to ensure students are making progress in the area of growth and the focus of instruction will be adjusted as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Students in Algebra scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 42%to 45%, and students scoring at or above Achievement Level 4 and above on the EOC will increase by 2 Percentage Points from 10% to 12%.

G5.B1 Students have difficulty maintaining momentum in achievement level progression. Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year. Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

G5.B1.S1 1. Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary through student accountable talk. 2. Based on analysis of data, Algebra and 9th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. 9th Grade Intensive Mathematics teachers will implement Carnegie Learning's Cognitive Tutor – a research and technology based software program. 4. Algebra and 9th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices. 5. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary through student accountable talk

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessments Unified Notebook Summative: 2014 Algebra EOC

Facilitator:

Leadership Team

Participants:

EOC Algebra I Teachers

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

Using the FCIM model, the Mathematics Professional Learning Communities (PLC) and Common Planning teachers will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports teacher lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Using the FCIM model, the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports, teacher lesson plans

G5.B2 The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2

G5.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving polynomials.

Action Step 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving polynomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

Using the FCIM model, the Mathematics Professional Learning Communities (PLC) will collaborate, problem solve, share effective practices, evaluate implementation, make informed decisions, analyze and discuss the strategies used in the mathematics department to determine the effectiveness and ensure progress is being made throughout the school year. The PLCs will share tips on how to improve student performance from the results of the summative and formative assessments.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Using the FCIM model, the leadership team will use Thinkgate generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Administrators, and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft/Thinkgate Reports, teacher lesson plans

G6. Students in Geometry scoring at or above Achievement Level 3 on the EOC will increase by 4 Percentage Points from 33% to 37%, and students scoring at or above Achievement Level 4 on the EOC will increase by 2 Percentage Point from 11% to 13%.

G6.B1 According to the results on the 2013 Geometry EOC, an area of great difficulty was Reporting Category 1: Two-Dimensional Geometry. Students have difficulty maintaining momentum in achievement level progression. Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year. Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

G6.B1.S1 1. Geometry and Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary through student accountable talk. 2. Based on analysis of data, Geometry and 10th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. Early in the school year, 10th Grade Intensive Mathematics teachers will focus heavily on remediating Algebra skills to prepare students to retake the Algebra 1 EOC. As the school year progresses, the focus will gradually move towards preparing students for the Geometry EOC. 4. Geometry and 10th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices. 5. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

Action Step 1

Geometry and Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, District Interim Assessments.

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

Using the FCIM model the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Using the FCIM model, skill practice and applications will be implemented through PODs using the PSP defined by mathematics teachers for the duration of the school year. Data from formative and summative assessments will be analyzed and instruction modified as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports

G6.B2 The barrier for students scoring at or above Achievement Level 3 was Reporting Category 2 (Three-Dimensional Geometry). Students need to increase their experience with solving real world problems.

G6.B2.S1 Develop and implement a Departmental Mathematics Problem Solving Protocol (PSP) in a variety of investigations by way of a Problem Of the Day (POD) to encourage and extend/improve their problem-solving ability in real world problems involving Three-Dimensional Geometry.

Action Step 1

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving Three-Dimensional Geometry

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Action Step 2

The teacher will co-author and model a Departmental Mathematics PSP to reinforce conceptual and procedural understanding to extend/improve students' problem-solving ability in real world problems involving Three-Dimensional Geometry

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

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

Using the FCIM model the leadership team will use Edusoft generated item analysis to evaluate periodic progress during implementation that will identify areas of strengths and weaknesses in the students' understanding of the curriculum.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Using the FCIM model, skill practice and applications will be implemented through PODs using the PSP defined by mathematics teachers for the duration of the school year. Data from formative and summative assessments will be analyzed and instruction modified as needed.

Person or Persons Responsible

Math Coach, Math Department Chair, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Formative District Interim Assessments, Curriculum Based Assessments, Edusoft Reports/Thinkgate

G7. During the 2012-2013 school year, only 29% of the school's seniors were determined to be college ready in math. College readiness in math will increase 8 percentage points from 29% to 36%.

G7.B1 Students have difficulty registering for the different tests designed to determine college readiness. As well as, adjusting to the requirements and restrictions for the different tests designed to determine college readiness and difficulty recalling tested material that was taught in prior courses.

G7.B1.S1 1. Algebra 2 and Math for College Readiness teachers, in conjunction with the school's CAP advisor, will advise students of upcoming registrations for the different tests designed to determine college readiness and the availability of fee waivers. 2. Algebra 2 and Math for College Readiness teachers will incorporate sample PERT, ACT, and/or SAT style questions into their daily lessons. 3. Algebra 2 and Math for College Readiness teachers will create similar testing environments while students complete sample PERT, ACT, and/or SAT style questions, including implementing any requirements or restrictions (i.e., use or non-use of a calculator). 4. Algebra 2 and Math for College Readiness teachers will educate students about test-taking strategies for the different tests designed to determine college readiness. 5. Algebra 2 and Math for College Readiness teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices.

Action Step 1

The CAP Advisor will host informational meetings to discuss testing options and registration requirements.

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

P.E.R.T Registration

Action Step 2

Monitor the number of students who register for "College Ready" exams and monitor scores/progress

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Increased in student's who are "College Ready"

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

Monthly meetings to discuss increase in test registrations will be discussed with leadership team.

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Test registration logs and reporting of test

Plan to Monitor Effectiveness of G7.B1.S1

Monitor the number of students who register for "College Ready" exams and monitor scores/progress

Person or Persons Responsible

CAP Advisor, Counselors, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Increase in students who are "College Ready"

G8. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 35% to 49%, and students scoring at Achievement Level 4 and above on EOC will increase by 2 Percentage Point from 19% to 21%.

G8.B1 The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G8.B1.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. Implement enrichment science programs such as Edgenuity to support biology students who have not been double dosed. Utilize common planning to develop effective instructional strategies, evaluate students work, and share best practices. Advance and strategic use of data to investigate in depth and draw conclusion about teachers and students weaknesses and strength, to drive differentiated instruction. Implement the Science Fair, SECME, and Fairchild Challenge

Action Step 1

Implement 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.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Facilitator:

Leadership Team

Participants:

Content Area Teachers

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

Using the FCIM model and District Interim Assessments reports will be generated and analyzed. The results will be shared with the staff to ensure students are making progress in the area of growth and instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessements Curriculum Based Assessments District Interim Assessments Edusoft Reports Lesson Plans Summative 2014 Biology EOC

Plan to Monitor Effectiveness of G8.B1.S1

Using the FCIM model and District Interim Assessments reports will be generated and analyzed. The results will be shared with the staff to ensure students are making progress in the area of growth and instruction will be adjusted as needed.

Person or Persons Responsible

Science Coach Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessements Curriculum Based Assessments District Interim Assessments Edusoft Reports Lesson Plans Summative 2014 Biology EOC Effectiveness Science Department Head Administrative Team

G8.B2 The barrier for students scoring Achievement Level 4 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G8.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. Implement enrichment science programs such as Edgenuity to support biology students who have not been double dosed. Utilize common planning to develop effective instructional strategies, evaluate students work, and share best practices. Advance and strategic use of data to investigate in depth and draw conclusion about teachers and students weaknesses and strength, to drive differentiated instruction. Implement the Science Fair, SECME, and Fairchild Challenge

Action Step 1

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessment District Interim Assessments Unified Notebook Lesson Plans Summative: 2014 Biology EOC

Facilitator:

Leadership Team

Participants:

Content Area Teaches

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

Using the FCIM model and District Interim Assessments reports will be generated and analyzed. The results will be shared with the staff to ensure students are making progress in the area of growth and instruction will be adjusted as needed.

Person or Persons Responsible

Science Department Chair Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessements Curriculum Based Assessments District Interim Assessments Edusoft Reports Lesson Plans Summative 2014 Biology EOC

Plan to Monitor Effectiveness of G8.B2.S1

Using the FCIM model and District Interim Assessments reports will be generated and analyzed. The results will be shared with the staff to ensure students are making progress in the area of growth and instruction will be adjusted as needed.

Person or Persons Responsible

Science Department Chair Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: Curriculum Based Assessments District Interim Assessments Edusoft Reports Lesson Plans Summative: 2014 Biology EOC

G9. Students participating in STEM courses and passing CTE/STEM industry exams will increase by percentage points from 67% to 72%

G9.B1 The barrier for students participating in STEM related courses is academic constraints on students schedules

G9.B1.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation

Action Step 1

Monitor students participating in STEM related courses through the use of subject selection sheets and Master Schedule

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Subject Selection Sheets Master Schedule ASPEN

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

Administrators will identify and review subject selection sheets of student's participating in STEM related courses to ensure minimal conflicts.

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Subject Selection Sheets ASPEN Reports

Plan to Monitor Effectiveness of G9.B1.S1

The master schedule will be reviewed to ensure an increase in STEM enrollment and participation

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Selection Sheet Master Schedule ASPEN

G9.B2 The barrier for students enrolling and completing accelerated STEM courses is academic constraints on students' schedules.

G9.B2.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation

Action Step 1

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule ASPEN Reports

Plan to Monitor Fidelity of Implementation of G9.B2.S1

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program The leadership team will meet to discuss the academic progress of students enrolled in STEM courses.

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Subject Selection Sheets ASPEN Reports

Plan to Monitor Effectiveness of G9.B2.S1

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule ASPEN Reports

G9.B3 The barrier for students taking one or more STEM AP exams is academic constraints on students' schedule.

G9.B3.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation

Action Step 1

Student Services and Administration will brainstorm ideas to reduce conflicts within STEM programs during the articulation process.

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule Student's Scheduling

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/experiences

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule Student Subject Selection

Plan to Monitor Effectiveness of G9.B3.S1

The master schedule will be reviewed to ensure that students have the multiple opportunities to take more STEM AP Exams

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule Student Subject Selection

G9.B4 The barrier for students who are CTE/STEM concentrators taking and passing a CTE/STEM industry exam is the student's limited exposure to program requirements.

G9.B4.S1 Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences. Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts The master schedule will be reviewed to ensure an increase in STEM enrollment participation

Action Step 1

Student Services Department will meet with administrators and STEM advisors to brainstorm ideas to reduce conflicts within STEM programs during the articulate process. Team will meet during the articulation process to determine strategies to reduce schedule conflicts for STEM related courses/ experiences

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G9.B4.S1

The leadership team will monitor STEM program enrollment to identify students who are not progressively academically or not on track to complete course program

Person or Persons Responsible

Administrators Counselors STEM Advisors

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G9.B4.S1

Administrators will identify and review subject selection sheets of students participating in STEM related courses /experiences to ensure minimal conflicts

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Master Scheudle

G10. Students enrolling in CTE courses, with certified teachers, and taking CTE industry certification examinations will increase by 10 percentage points from 28% to 38%

G10.B1 The barrier for students enrolling in CTE courses and taking CTE examinations' is scheduling constraints.

G10.B1.S1 Schedule career academy students in cohorts with common academic demographics and CTE instructors

Action Step 1

Student Services Department will articulate during the subject selection process with students' individually to ensure that students are properly placed and enrolled in CTE courses.

Person or Persons Responsible

Administrators Student Services Department CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule

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

Administrators will review subject selection sheets and monitor ASPEN reports.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Schedule

Plan to Monitor Effectiveness of G10.B1.S1

Student Services Department will articulate during the subject selection process with students' individually to ensure that students are properly placed and enrolled in CTE courses.

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Report for articulation meetings between feeder middle and high school The percent of CTE students enrolled in dual CTE courses for college Report the number of students who will receive industry certification during the 2013-2014 school year.

G10.B3 The barrier to teachers holding industry certification is limited opportunities for securing multiple certifications.

G10.B3.S1 Encourage teachers to attend professional development to increase their opportunities to secure varied CTE certifications.

Action Step 1

Instructors will review the District's professional development offerings and enroll in courses that will lead to additional CTE certifications.

Person or Persons Responsible

Administrators CTE Instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Attendance and CTE certification

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

Administrators will meet with CTE instructors regularly to monitor their professional development participation.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Attendance and CTE Certification.

Plan to Monitor Effectiveness of G10.B3.S1

As a result of professional development participation, CTE instructors will secure additional CTE certification

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Attendance CTE Certification

G11. Students in U.S. History scoring in the middle third and upper third on the U.S History EOC will increase by 10 percentage points from 33% to 43%

G11.B1 The barrier for students scoring in the middle and upper third on the U.S History EOC is the students' unfamiliarity with the application of content specific vocabulary from the period of the Civil War and Reconstruction to the present time.

G11.B1.S1 Student will receive explicit benchmark instruction utilizing the item specifications Provide activities which help students develop an understanding of the content specific vocabulary taught in history. Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson.

Action Step 1

The teacher will implement lessons that include a variety of strategies that will help students with content specific vocabulary. The teachers will collaborate through common planning the sharing of best practices to increase the percentage of students scoring proficient as measured by the U.S History EOC Assessment

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Student Work Folders Curriculum Based Assessments Lesson Plans District Interim Benchmark Assessments Summative 2014 U.S History EOC

Facilitator:

Leadership Team

Participants:

Content Area Teachers

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

Using the FCIM model, formative assessments data reports will be analyzed and reviewed. The results will be shared with the staff to ensure that student's are making progress in the area of growth and the focus of instruction will be readjusted.

Person or Persons Responsible

Administrators Literacy Coaches Social Studies Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Formative Student Work Folders Curriculum Based Assessment District Interim Assessment Summative 2014 U.S. History EOC

Plan to Monitor Effectiveness of G11.B1.S1

Using the FCIM model, formative assessments data reports will be analyzed and reviewed. The results will be shared with the staff to ensure that student's are making progress in the area of growth and the focus of instruction will be readjusted.

Person or Persons Responsible

Administrators Literacy Coaches Social Studies Department Chair

Target Dates or Schedule

On-going

Evidence of Completion

Formative Student Work Folders Curriculum Based Assessment District Interim Assessment Summative 2014 U.S. History EOC

G12. Our goal for this year is to increase attendance to 75% by minimizing unexcused absences.

G12.B1 The barrier for students who miss 10 % or more of instructional time and grade nine students with absences in the first twenty days is a result of student apathy toward school attendance and its direct relationship to academic success.

G12.B1.S1 Identify students who accumulate excessive absences. Review daily attendance bulletin to identify students who begin to accumulate excessive absences Refer students how have accumulated excessive absences to TRUST counselor for intervention Place students on an attendance contract and refer to School Social Worker.

Action Step 1

Review daily attendance bulletin to identify students who begin to accumulate excessive absences; Refer students how have accumulated excessive absences to TRUST counselor for intervention; Place students on an attendance contract and refer to School Social Worker.

Person or Persons Responsible

Administrators School Social Worker TRUST Counselors Student Services

Target Dates or Schedule

On-going

Evidence of Completion

District generated attendance reports Daily Attendance Bulletin

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

Conduct bi-weekly meetings to monitor student attendance.

Person or Persons Responsible

Administrators Student Services Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

School Daily Attendance Bulletin

Plan to Monitor Effectiveness of G12.B1.S1

Students who have been identified with excessive absences show a decrease in the frequency of absences following targeted interventions

Person or Persons Responsible

Administrators School Social Worker TRUST Counselors Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Daily Attendance Bulletin Report

G12.B2 The barrier for students in grade nine who fail two or more courses and do not move to tenth grade, and students with a G.P.A of less than 2.0 is their unawareness of the requirements listed in the Student Progression Plan and their lack of interest.

G12.B2.S1 Identify students who fail a course each grading period. Counselors will meet with students who have failed a course to discuss an intervention plan. Counselors will conduct teacher-parent conferences to discuss academic progress; students with failing grades and/or potentially failing a course will be placed on a Weekly Progress Report by and/or Administrative Contract.

Action Step 1

Counselors will meet with students who have failed a course to discuss an intervention plan,; cousleors will conduct teacher-parent conferences to discuss academic progress; students with failing grades and/or potentially failing a course will be placed on a Weekly Progress Report by and/or Administrative Contract.

Person or Persons Responsible

Administrators Student Services TRUST Counselor Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Administrative Contracts

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Administrators will meet with counselors regularly to monitor student academic progress. Student Services Department will report to the Administrative Team/Leadership Team the academic progress of students placed on a weekly progress report.

Person or Persons Responsible

Administrative Team, Student Services, TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Student Case Management Records Administrative Contracts

Plan to Monitor Effectiveness of G12.B2.S1

Students who have been identified will reduce the number of classes they fail and increase their G.P.A.

Person or Persons Responsible

Administrators Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Weekly Progress Reports Report Cards

G12.B3 The barrier for students who receive behavioral referrals is unfamiliarity with violations and consequences listed in the Code of Student Conduct.

G12.B3.S1 Familiarize student's with the Code of Student Contract Issue an "Acknowledge of Receipt" and Review of the Code of Student Conduct to be discussed by parents and students; Conduct grade level assemblies where the Code of Student Conduct is discussed.

Action Step 1

The administrative team will meet to monitor reduction of behavior referrals.

Person or Persons Responsible

Administrators Student Services Trust Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Review of SCAMS

Plan to Monitor Fidelity of Implementation of G12.B3.S1

The administrative team will meet to monitor reduction of behavior referrals.

Person or Persons Responsible

Administrators Student Services TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

Review of SCAMS

Plan to Monitor Effectiveness of G12.B3.S1

The number of referrals and behavior that lead to suspension will be reduced.

Person or Persons Responsible

Administrators Student Services TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

SCAM COGNOS Reports

G13. Parents who participate in parental engagement opportunities will increase by 5 percentage points from 32% to 42%.

G13.B1 Parents whose first language is not English are reluctant to engage in school activities; Parents feel that the information provided at school meetings are redundant from previous years and have no relevance to them or their child.

G13.B1.S1 Use ConnectED messages in multiple languages to attract multilingual and non-native speaking parents to school meetings. Prior to school meetings, provide a bilingual agenda on the school web page of the topics to be discussed.

Action Step 1

Administrators will deliver ConnectED messages in multiple languages to inform parents of school meetings; Administrators will hold bi-lingual presentations.

Person or Persons Responsible

Administrators Community Involvement Specialist Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Parent Attendance Increase Attendance Logs

Action Step 2

Administrators will deliver ConnectED messages in multiple languages to inform parents of school meetings; Administrators will hold bi-lingual presentations.

Person or Persons Responsible

Administrators Community Involvement Specialist Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Parent Attendance Increase Attendance Logs

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

Administrators' and counselors will use a standard log-in procedure for all school meetings.

Person or Persons Responsible

Administrators Community Involvement Specialist Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Logs Agenda's from Meeting

Plan to Monitor Effectiveness of G13.B1.S1

Monitor ConnectED usage and log and sign in sheets of all parental meetings at school.

Person or Persons Responsible

Administrators Community Involvement Specialist Student Services

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Logs Agenda's from Meeting Connected usage log

G14. Our goal is to increase the graduation rate of all students within each cohort by 10 percentage points from 77% to 87%

G14.B1 The barrier for our students to graduate on-time is their willingness to enroll in Adult Education classes, leaving day school, when falling behind academically.

G14.B1.S1 Quarterly monitor all students and provide interventions for those considered "at-risk" of not graduating on time.

Action Step 1

Monitor and provide interventions for at-risk students through Student Services and TRUST Counselor. Administrators will meet with counselors to discuss intervention strategies such as Weekly Progress Reports and/or Student Contracts.

Person or Persons Responsible

Administrators Student Services TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

District generated reports

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

Meet regularly with Student Services and Leadership Team to ensure that fidelity of the interventions.

Person or Persons Responsible

Administrators Student Services TRUST Counselor

Target Dates or Schedule

On-going

Evidence of Completion

District Generated Reports

Plan to Monitor Effectiveness of G14.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

At Hialeah-Miami Lakes Senior High School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as: after-school programs, Saturday Academy, or summer school provided through our adult education program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches in the areas of Reading, Mathematics, and Science provide support to instructional staff by utilizing push-in and parallel teaching strategies. They develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The Migrant Liaison at Hialeah-Miami Lakes Senior High, provides services and support to students and parents. The District liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Hialeah-Miami Lakes Senior High School utilizes District-supplied funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

Hialeah-Miami Lakes Senior High School is a Title II district that uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Hialeah-Miami Lakes Senior High School provides services through the district for educational materials and ELL district support services to improve the education of English Language Learners. At Hialeah-Miami Lakes Senior High School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12)

• behavioral/mental counseling services (K-12)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers (K-12)

• reading and supplementary instructional materials (K-12)

hardware and software for the development of language and literacy skills in Reading, Mathematics and Science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title VI, Part B - NA

Title X- Homeless

Hialeah-Miami Lakes Senior High School:

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Hialeah-Miami Lakes Senior High School offers non-violence and anti-drug programs to students that incorporate field trips, community service, drug tests, and counseling. Moreover, all these programs are coordinated by the TRUST counselor:

• TATU (Teens Against Tobacco Use program through the American Lung Association)

• Peer Mediation

SSHSMPACT

Nutrition Programs

• Hialeah-Miami Lakes Senior High School adheres to and implements the nutritional requirements stated in the District Wellness Policy.

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

• The School Food Service Program that provides school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education

High school completion courses are available to all eligible students at Hialeah-Miami Lakes Senior High School through adult education program, 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

Hialeah-Miami Lakes Senior High School promotes Career Pathways and Programs of Study, students at Hialeah-Miami Lakes Senior High School will be academy program completers, and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school, thus providing 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 education will strengthen with the integration of academic and career technical components and a coherent sequence of courses. Proposals are submitted annually to enhance selected Vocational

Programs for regular, disadvantaged, and handicapped students in grades 7-12.
Job Training-N/A
Other
Health Connect in Our Schools
• Health Connect at Hialeah-Miami Lakes Senior High (HCiOS) offers a coordinated level of school based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 3 (Literary Analysis) students lack the ability to analyze, interpret, and evaluate an author's use of figurative and descriptive language (e.g. tone, irony, mood, pun, alliteration, allusion, symbolism, hyperbole) and explain how they impact meaning in a variety of texts.

G1.B2.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inference (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and •encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

PD Opportunity 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance. 7. The teacher will collaborate through Common Planning the sharing of Best Practices to increase student achievement.

Facilitator

Leadership Team

Participants

Reading Teachers Language Art Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Curriculum Based Assessment, Student work folders, and lesson plans,

G1.B3 The barrier for students scoring at Achievement Level 4 or above on the administration of the 2013 FCAT 2.0 is Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

G1.B3.S1 1. Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose. 2. Teachers will provide opportunities to make inferences, draw conclusions, and identify implied main idea and author's purpose. 3. Teachers will ingrain the practice of justifying answers by going back to the text for support. 4. Teachers will help students use graphic organizers to see patterns and summarize the main points. 5. Students will understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. 6. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • encouraging students to read from a wide variety of texts. • citing strong and textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • analyzing a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

PD Opportunity 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance. 7. Provide teachers with on-going professional development during common planning with a focus on rigorously unwrapping the benchmarks.

Facilitator

Leadership Team

Participants

Reading Teachers Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work, generated assessments, and District Interim Assessments.

G1.B6 The barrier for students making learning gains on the 2013 FCAT 2.0 and FAA was Reporting Category 2 (Reading Application) due to the lack of ability to utilize critical thinking strategies needed to identify the following: cause and effect relationships, main idea and supporting details, compare/contrast, author's purpose, and inferences that aid the reading in understanding and interpreting the text.

G1.B6.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and • encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

PD Opportunity 1

Provide Teachers with professional development in order to increase the Higher Order Questioning Techniques within their class

Facilitator

Leadership Team

Participants

Reading Language Arts Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plan

G3. Students in grade 10 scoring at or above 3.5 on the 2014 FCAT Writing or 4 or above on the 2014 FAA in Writing will increase by 4 Percentage Points from 62% to 66%.

G3.B1 The barrier for students scoring at or above 3.5 on the 2013 FCAT 2.0 Writing was their difficulty with providing appropriate and varied levels of support within the writing context.

G3.B1.S1 The teacher will implement instructional strategies that focus on the writing process and using varied levels of support through the use of calibration anchor papers.

PD Opportunity 1

The teacher will assist students, through the use of calibration papers, to identify the purpose and intended audience for writing and provide opportunities for them to write for a variety of purposes and audiences.

Facilitator

Castillo

Participants

Creative Writing Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work and site generated assessments, including benchmarks. Data from pre and post tests; teacher lesson plans

G3.B2 The barrier for students scoring 4 or above the 2014 FAA was their use of expressive writing skills.

G3.B2.S1 Provide opportunities for students to write through the writing processs.

PD Opportunity 1

The teacher will provide the students with continuous repetition/practice when learning writing concepts. Students should use graphic organizers withpictures to draft their writing ideas. Students will develop creative writing through journaling, letter writing, and/or applications and resumes.

Facilitator

Castillo

Participants

Creative Writing Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student work samples

G5. Students in Algebra scoring at or above Achievement Level 3 on the EOC will increase by 3 Percentage Points from 42%to 45%, and students scoring at or above Achievement Level 4 and above on the EOC will increase by 2 Percentage Points from 10% to 12%.

G5.B1 Students have difficulty maintaining momentum in achievement level progression. Students have difficulty remembering prerequisite skills and retaining skills taught throughout the course of the school year. Students have difficulty solving moderate to high complexity problems including those involving real-word scenarios, abstract concepts, and difficult vocabulary.

G5.B1.S1 1. Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary through student accountable talk. 2. Based on analysis of data, Algebra and 9th Grade Intensive Mathematics teachers will spiral back to prerequisite and previously taught skills. 3. 9th Grade Intensive Mathematics teachers will implement Carnegie Learning's Cognitive Tutor – a research and technology based software program. 4. Algebra and 9th Grade Intensive Mathematics teachers will utilize common planning to develop effective instructional strategies related to the above-mentioned steps/strategies and share best practices. 5. Deliver instruction incorporating all components of the Gradual Release of Responsibility Model to provide engaging instruction. (Explicit instruction, cooperative instruction, guided instruction, and etc.)

PD Opportunity 1

Algebra and 9th Grade Intensive Mathematics teachers will incorporate moderate and high complexity problems involving higher order thinking into their lessons, utilizing appropriate vocabulary through student accountable talk

Facilitator

Leadership Team

Participants

EOC Algebra I Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessments Unified Notebook Summative: 2014 Algebra EOC

G8. Students in Biology scoring at Achievement Level 3 on the EOC will increase by 4 Percentage Points from 35% to 49%, and students scoring at Achievement Level 4 and above on EOC will increase by 2 Percentage Point from 19% to 21%.

G8.B1 The barrier for students scoring Achievement Level 3 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G8.B1.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. Implement enrichment science programs such as Edgenuity to support biology students who have not been double dosed. Utilize common planning to develop effective instructional strategies, evaluate students work, and share best practices. Advance and strategic use of data to investigate in depth and draw conclusion about teachers and students weaknesses and strength, to drive differentiated instruction. Implement the Science Fair, SECME, and Fairchild Challenge

PD Opportunity 1

Implement 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.

Facilitator

Leadership Team

Participants

Content Area Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

G8.B2 The barrier for students scoring Achievement Level 4 on the 2013 Biology EOC was Reporting Category 2 (Molecular and Cellular Biology).

G8.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. Implement enrichment science programs such as Edgenuity to support biology students who have not been double dosed. Utilize common planning to develop effective instructional strategies, evaluate students work, and share best practices. Advance and strategic use of data to investigate in depth and draw conclusion about teachers and students weaknesses and strength, to drive differentiated instruction. Implement the Science Fair, SECME, and Fairchild Challenge

PD Opportunity 1

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

Facilitator

Leadership Team

Participants

Content Area Teaches

Target Dates or Schedule

On-going

Evidence of Completion

Formative Curriculum Based Assessment District Interim Assessments Unified Notebook Lesson Plans Summative: 2014 Biology EOC

G11. Students in U.S. History scoring in the middle third and upper third on the U.S History EOC will increase by 10 percentage points from 33% to 43%

G11.B1 The barrier for students scoring in the middle and upper third on the U.S History EOC is the students' unfamiliarity with the application of content specific vocabulary from the period of the Civil War and Reconstruction to the present time.

G11.B1.S1 Student will receive explicit benchmark instruction utilizing the item specifications Provide activities which help students develop an understanding of the content specific vocabulary taught in history. Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson.

PD Opportunity 1

The teacher will implement lessons that include a variety of strategies that will help students with content specific vocabulary. The teachers will collaborate through common planning the sharing of best practices to increase the percentage of students scoring proficient as measured by the U.S History EOC Assessment

Facilitator

Leadership Team

Participants

Content Area Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative Student Work Folders Curriculum Based Assessments Lesson Plans District Interim Benchmark Assessments Summative 2014 U.S History EOC

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.	$1
G14.	Our goal is to increase the graduation rate of all students within each cohort by 10 percentage points from 77% to 87%	$2
	Total	$3

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
EESAC		$1	$2	$3
Total		$1	$2	$3

Budget Details

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

G1. Students in grades 9 and 10 scoring at or above Achievement Level 3 on the 2014 FCAT 2.0 or at 4 or above on the 2014 FAA will increase by 13 percentage points from 41% to 54%.

G1.B2 The barrier for students scoring at Achievement Level 3 on the administration of the 2013 FCAT 2.0 is Reporting Category 3 (Literary Analysis) students lack the ability to analyze, interpret, and evaluate an author's use of figurative and descriptive language (e.g. tone, irony, mood, pun, alliteration, allusion, symbolism, hyperbole) and explain how they impact meaning in a variety of texts.

G1.B2.S1 1. Teachers will provide students with practice identifying the methods of development, as well as multiple patterns within a single passage. 2. Teachers will emphasize identifying words and clue words that signal relationships. 3. Students will practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. 4. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inference (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., since, because, after, while, both, however); and •encouraging students to read from a wide variety of texts. • analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

1. Utilize and monitor planning protocol to provide all core areas with time for comprehension lesson planning, which includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objectives. 2. Utilize exemplar texts and enrichment activities to enforce rigorous instruction. 3. Increase and monitor descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard. 4. Implement and monitor school-wide strategies that utilize higher-order questioning techniques and response techniques to enhance instruction in order to promote critical, independent and creative thinking, for deeper understanding of content. 5. Students will utilize a unified notebook for opening classroom activities (Instructional Focus Calendar) based on district and state data. 6. Monitor the consistent use of data to drive instruction, matching the instructional materials to improve students' performance. 7. The teacher will collaborate through Common Planning the sharing of Best Practices to increase student achievement.

Resource Type

Professional Development

Resource

Materials

Funding Source

EESAC

Amount Needed

$1

G14. Our goal is to increase the graduation rate of all students within each cohort by 10 percentage points from 77% to 87%

G14.B1 The barrier for our students to graduate on-time is their willingness to enroll in Adult Education classes, leaving day school, when falling behind academically.

G14.B1.S1 Quarterly monitor all students and provide interventions for those considered "at-risk" of not graduating on time.

Action Step 1

Monitor and provide interventions for at-risk students through Student Services and TRUST Counselor. Administrators will meet with counselors to discuss intervention strategies such as Weekly Progress Reports and/or Student Contracts.

Resource Type

Other

Resource

Student Incentives

Funding Source

EESAC

Amount Needed

$2