



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Senior High School

2450 SW 1ST ST

Miami, FL 33135

305-649-9800

<http://mhs.dadeschools.net/home.html>

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 89%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 PENDING	2012-13 C	2011-12 B	2010-11 B	2009-10 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Miami Senior High School

Principal

Benny Valdes

School Advisory Council chair

Albert Kunze

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

Name	Title
Dr. Amrita Prakash	Assistant Principal of Curriculum
Amaris Leal	Reading Coach
Vicky Puentes	Department Chairperson
Richard Bellon	Mathematics Coach
Maria Barrial	Department Chairperson
Jose Pineda	Department Chairperson
Felix Zabala	Assistant Principal
Madeline Meiklejohn	Assistant Principal
Bernard Edwards	Assistant Principal
Jennifer Russell	Science Coach
Janelle Bravo	Reading Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC includes 31 members:

- 1 Principal
- 1 Alternate Principal
- 1 Adult/Voc Principal

- 8 teachers
- 6 students
- 7 parents
- 1 Union Steward
- 4 Business/Community representatives
- 2 educational support employees

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

- * Monthly EESAC meetings.
- * Review of school assessments results and School Improvement Plan implementation and updates.
- * Develop and maintain the School Improvement Plan (SIP).

The School Advisory Council works closely with the teachers and administration to ensure the school year is successful. They will support professional development opportunities for the teachers to ensure student achievement.

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

The School Advisory Council will allocate funds to support student and school improvement. Funds will be allocated based on need and resources available.

EESAC Motivational Incentives for Students: \$1,200

Tutoring for EOC Success: \$5,000

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Benny Valdes

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

Degree: Masters in Educational Leadership
 Certifications/
 Endorsements:
 PHYS ED, ED LEADERSHIP

Performance Record

Performance Record: 2012-2013
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 39%, Math: 42%, Writing: 56%,
 Science: 48%
 % Making Learning Gains
 Reading: 65%, Math: 59%
 Adequate Progress of Lowest 25%:
 Reading: 74%, Math: 70%
 Performance Record: 2011-2012
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 36%, Math: 49%, Writing: 82%,
 Science: NA%
 % Making Learning Gains
 Reading: 64%, Math: 68%
 Adequate Progress of Lowest 25%:
 Reading: 69%, Math: 79%
 Performance Record: 2010-2011
 School Grade: C
 AYP: No
 % Meeting High Standards
 Reading: 34%, Math: 64%, Writing: 80%,
 Science: 34%
 % Making Learning Gains
 Reading: 50%, Math: 70%
 Adequate Progress of Lowest 25%:
 Reading: 59%, Math: 66%
 Performance Record: 2009-10
 School Grade: C
 AYP: No
 % Meeting High Standards
 Reading: 32%, Math: 67%, Writing: 88%,
 Science: 29%
 % Making Learning Gains
 Reading: 51%, Math: 78%
 Adequate Progress of Lowest 25%:
 Reading: 55%, Math: 79%
 Performance Record: 2008-09
 School Grade: C
 AYP: No

% Meeting High Standards

Reading: 30%, Math: 62%, Writing: 79%,
Science: 26%

% Making Learning Gains

Reading: 50%, Math: 75%

Adequate Progress of Lowest 25%:

Reading: 57%, Math: 73%

Dr. Amrita Prakash

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

Degree: B.S. Elem Education, M.A Educational Leadership, M.Ed.
Educational Leadership

Certifications/

Endorsements:

Elem Ed, English, Media Specialist, Middle Grades Integrated
Curriculum, Ed Leadership

Performance Record

Performance Record: 2012-2013

School Grade: B

AYP: No

% Meeting High Standards

Reading: 39%, Math: 42%, Writing: 56%,

Science: 48%

% Making Learning Gains

Reading: 65%, Math: 59%

Adequate Progress of Lowest 25%:

Reading: 74%, Math: 70%

Performance Record: 2011-2012

School Grade: A

AYP: No

% Meeting High Standards

Reading: 67%, Math: 61%, Writing: 85%,

Science: 49%

% Making Learning Gains

Reading: 71%, Math: 71%

Adequate Progress of Lowest 25%:

Reading: 77%, Math: 68%

Performance Record: 2010-2011

School Grade: A

AYP: No

% Meeting High Standards

Reading: 82%, Math: 74%, Writing: 88%,

Science: 62%

% Making Learning Gains

Reading: 72%, Math: 66%

Adequate Progress of Lowest 25%:

Reading: 75%, Math: 68%

Performance Record: 2009-10

NA

Performance Record: 2008-09

NA

Madeline Meiklejohn

Asst Principal

Years as Administrator: 9

Years at Current School: 8

Credentials

Degree: Masters in Educational Leadership

Certifications/

Endorsements: HISTORY, SOCIAL SCIENCE, ED LEADERSHIP

Performance Record

Performance Record: 2012-2013

School Grade: B

AYP: No

% Meeting High Standards

Reading: 39%, Math: 42%, Writing: 56%,

Science: 48%

% Making Learning Gains

Reading: 65%, Math: 59%

Adequate Progress of Lowest 25%:

Reading: 74%, Math: 70%

Performance Record: 2011-2012

School Grade: B

AYP: No

% Meeting High Standards

Reading: 36%, Math: 49%, Writing: 82%,

Science: NA%

% Making Learning Gains

Reading: 64%, Math: 68%

Adequate Progress of Lowest 25%:

Reading: 69%, Math: 79%

Performance Record: 2010-2011

School Grade: C

AYP: No

% Meeting High Standards

Reading: 34%, Math: 64%, Writing: 80%,

Science: 34%

% Making Learning Gains

Reading: 50%, Math: 70%

Adequate Progress of Lowest 25%:

Reading: 59%, Math: 66%

Performance Record: 2009-10

School Grade: C

AYP: No

% Meeting High Standards

Reading: 32%, Math: 67%, Writing: 88%,

Science: 29%

% Making Learning Gains

Reading: 51%, Math: 78%

Adequate Progress of Lowest 25%:

Reading: 55%, Math: 79%

Performance Record: 2008-09

School Grade: C

AYP: No

% Meeting High Standards

Reading: 30%, Math: 62%, Writing: 79%,
Science: 26%
% Making Learning Gains
Reading: 50%, Math: 75%
Adequate Progress of Lowest 25%:
Reading: 57%, Math: 73%

Felix Zabala

Asst Principal

Years as Administrator: 16

Years at Current School: 2

Credentials

Degree: Educational Specialist in Educational Leadership
 Certifications/
 Endorsements: English, ESOL, Ed Leadership

Performance Record

Performance Record: 2012-2013
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 39%, Math: 42%, Writing: 56%,
 Science: 48%
 % Making Learning Gains
 Reading: 65%, Math: 59%
 Adequate Progress of Lowest 25%:
 Reading: 74%, Math: 70%
 Performance Record: 2011-2012
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 62%, Math: 60%, Writing: 88%,
 Science: NA%
 % Making Learning Gains
 Reading: 62%, Math: 55%
 Adequate Progress of Lowest 25%:
 Reading: 62%, Math: 64%
 Performance Record: 2010-2011
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 61%, Math: 85%, Writing: 85%,
 Science: 54%
 % Making Learning Gains
 Reading: 57%, Math: 78%
 Adequate Progress of Lowest 25%:
 Reading: 53%, Math: 68%
 Performance Record: 2009-10
 School Grade: B
 AYP: No
 % Meeting High Standards
 Reading: 58%, Math: 86%, Writing: 90%,
 Science: 36%
 % Making Learning Gains
 Reading: 57%, Math: 80%
 Adequate Progress of Lowest 25%:
 Reading: 48%, Math: 73%
 Performance Record: 2008-09
 School Grade: A
 AYP: No
 % Meeting High Standards

Reading: 54%, Math: 84%, Writing: 87%,
Science: 44%
% Making Learning Gains
Reading: 57%, Math: 76%
Adequate Progress of Lowest 25%:
Reading: 52%, Math: 68%

Bernard Edwards

Asst Principal

Years as Administrator: 8

Years at Current School: 5

CredentialsDegree: Masters in Educational Leadership
Certifications/Endorsements: JR ROTC, Bus Ed, Phys Ed, Ed Leadership,
Marketing**Performance Record**

Performance Record: 2012-2013

School Grade: B

AYP: No

% Meeting High Standards

Reading: 39%, Math: 42%, Writing: 56%,

Science: 48%

% Making Learning Gains

Reading: 65%, Math: 59%

Adequate Progress of Lowest 25%:

Reading: 74%, Math: 70%

Performance Record: 2011-2012

School Grade: B

AYP: No

% Meeting High Standards

Reading: 36%, Math: 49%, Writing: 82%,

Science: NA%

% Making Learning Gains

Reading: 64%, Math: 68%

Adequate Progress of Lowest 25%:

Reading: 69%, Math: 79%

Performance Record: 2010-2011

School Grade: C

AYP: No

% Meeting High Standards

Reading: 34%, Math: 64%, Writing: 80%,

Science: 34%

% Making Learning Gains

Reading: 50%, Math: 70%

Adequate Progress of Lowest 25%:

Reading: 59%, Math: 66%

Performance Record: 2009-10

School Grade: C

AYP: No

% Meeting High Standards

Reading: 32%, Math: 67%, Writing: 88%,

Science: 29%

% Making Learning Gains

Reading: 51%, Math: 78%

Adequate Progress of Lowest 25%:

Reading: 55%, Math: 79%

Performance Record: 2008-09

School Grade: C

AYP: No

% Meeting High Standards
Reading: 30%, Math: 62%, Writing: 79%,
Science: 26%
% Making Learning Gains
Reading: 50%, Math: 75%
Adequate Progress of Lowest 25%:
Reading: 57%, Math: 73%

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amaris Leal		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Degree: B.S. Elem Education with ESOL Endorsement, M.A Educational Leadership and Reading K-12, Specialist in Reading K-12 Certifications/Endorsements: Elem Ed, ESOL, Reading K-12, Ed Leadership	
Performance Record	Performance Record: 2012-2013 School Grade: B AYP: No % Meeting High Standards Reading: 49%, Math: 55%, Writing: 89%, Science: 23% % Making Learning Gains Reading: 73%, Math: 78% Adequate Progress of Lowest 25%: Reading: 78%, Math: 70% Performance Record: 2011-2012 School Grade: C AYP: No % Meeting High Standards Reading: 68%, Math: 68%, Writing: 85%, Science: 54% % Making Learning Gains Reading: 51%, Math: 43% Adequate Progress of Lowest 25%: Reading: 49%, Math: 54% Performance Record: 2010-2011 School Grade: B AYP: No % Meeting High Standards Reading: 63%, Math: 58%, Writing: 84%, Science: 38% % Making Learning Gains Reading: 66%, Math: 67% Adequate Progress of Lowest 25%: Reading: 68%, Math: 73% Performance Record: 2009-10 School Grade: B AYP: No % Meeting High Standards Reading: 61%, Math: 55%, Writing: 89%, Science: 34% % Making Learning Gains Reading: 68%, Math: 67% Adequate Progress of Lowest 25%: Reading: 75%, Math: 70% Performance Record: 2008-09	

School Grade: C

AYP: No

% Meeting High Standards

Reading: 56%, Math: 49%, Writing: 88%,

Science: 29%

% Making Learning Gains

Reading: 61%, Math: 63%

Adequate Progress of Lowest 25%:

Reading: 66%, Math: 67%

Richard Bellon		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Data, RtI/MTSS	
Credentials	Degree: B.S. Mathematics Education, M.A Educational Leadership Certifications/Endorsements: Math, Ed Leadership	
Performance Record	Performance Record: 2012-2013 School Grade: A AYP: No % Meeting High Standards Reading: 61%, Math: 60%, Writing: 72%, Science: 72% % Making Learning Gains Reading: 72%, Math: 67% Adequate Progress of Lowest 25%: Reading: 71%, Math: 63% Performance Record: 2011-2012 School Grade: B AYP: No % Meeting High Standards Reading: 55%, Math: 55%, Writing: 84%, Science: NA% % Making Learning Gains Reading: 64%, Math: 60% Adequate Progress of Lowest 25%: Reading: 75%, Math: 58% Performance Record: 2010-2011 School Grade: A AYP: No % Meeting High Standards Reading: 46%, Math: 79%, Writing: 80%, Science: 41% % Making Learning Gains Reading: 52%, Math: 77% Adequate Progress of Lowest 25%: Reading: 55%, Math: 71% Performance Record: 2009-10 School Grade: A AYP: No % Meeting High Standards Reading: 49%, Math: 78%, Writing: 89%, Science: 36% % Making Learning Gains Reading: 55%, Math: 78% Adequate Progress of Lowest 25%: Reading: 53%, Math: 68% Performance Record: 2008-09 School Grade: C	

AYP: No

% Meeting High Standards

Reading: 45%, Math: 75%, Writing: 85%,
Science: 36%

% Making Learning Gains

Reading: 51%, Math: 76%

Adequate Progress of Lowest 25%:

Reading: 49%, Math: 67%

Jennifer Russell

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Science, Data, RtI/MTSS

Credentials

Degree: B.S. Biology

Certifications/Endorsements:

Biology 6-12, Gifted Endorsement

Performance Record

Performance Record: 2012-2013

School Grade: A

AYP: No

% Meeting High Standards

Reading: 58%, Math: 60%, Writing: 70%,
Science: 57%

% Making Learning Gains

Reading: 69%, Math: 60%

Adequate Progress of Lowest 25%:

Reading: 74%, Math: 57%

Performance Record: 2011-2012

School Grade: A

AYP: No

% Meeting High Standards

Reading: 55%, Math: 59%, Writing: 89%,
Science: NA%

% Making Learning Gains

Reading: 64%, Math: 57%

Adequate Progress of Lowest 25%:

Reading: 64%, Math: 59%

Performance Record: 2010-2011

School Grade: A

AYP: No

% Meeting High Standards

Reading: 50%, Math: 77%, Writing: 81%,
Science: 36%

% Making Learning Gains

Reading: 54%, Math: 76%

Adequate Progress of Lowest 25%:

Reading: 53%, Math: 72%

Performance Record: 2009-10

School Grade: A

AYP: No

% Meeting High Standards

Reading: 47%, Math: 77%, Writing: 89%,
Science: 36%

% Making Learning Gains

Reading: 55%, Math: 74%

Adequate Progress of Lowest 25%:

Reading: 51%, Math: 62%

Performance Record: 2008-09

School Grade: B

AYP: No

% Meeting High Standards

Reading: 48%, Math: 79%, Writing: 88%,
Science: 33%

% Making Learning Gains

Reading: 57%, Math: 78%

Adequate Progress of Lowest 25%:

Reading: 56%, Math: 70%

Janelle Bravo		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Degree: B.S. Elem Education with ESOL Endorsement, M.A Educational Leadership and Reading K-12, Specialist in Reading K-12 Certifications/Endorsements: English 5-9	
Performance Record	Performance Record: 2012-2013 School Grade: C AYP: No % Meeting High Standards Reading: 46%, Math: 44%, Writing: 71%, Science: 32% % Making Learning Gains Reading: 64%, Math: 63% Adequate Progress of Lowest 25%: Reading: 68%, Math: 59% Performance Record: 2011-2012 School Grade: B AYP: No % Meeting High Standards Reading: 62%, Math: 57%, Writing: 78%, Science: 43% % Making Learning Gains Reading: 62%, Math: 61% Adequate Progress of Lowest 25%: Reading: 68%, Math: 68% Performance Record: 2010-2011 School Grade: B AYP: No % Meeting High Standards Reading: 63%, Math: 58%, Writing: 84%, Science: 38% % Making Learning Gains Reading: 66%, Math: 67% Adequate Progress of Lowest 25%: Reading: 68%, Math: 73% Performance Record: 2009-10 School Grade: B AYP: No % Meeting High Standards Reading: 61%, Math: 55%, Writing: 89%, Science: 34% % Making Learning Gains Reading: 68%, Math: 67% Adequate Progress of Lowest 25%: Reading: 75%, Math: 70% Performance Record: 2008-09 School Grade: C	

AYP: No
 % Meeting High Standards
 Reading: 56%, Math: 49%, Writing: 88%,
 Science: 29%
 % Making Learning Gains
 Reading: 61%, Math: 63%
 Adequate Progress of Lowest 25%:
 Reading: 66%, Math: 67%

Classroom Teachers

of classroom teachers

145

receiving effective rating or higher

145, 100%

Highly Qualified Teachers

59%

certified in-field

133, 92%

ESOL endorsed

35, 24%

reading endorsed

15, 10%

with advanced degrees

69, 48%

National Board Certified

10, 7%

first-year teachers

4, 3%

with 1-5 years of experience

7, 5%

with 6-14 years of experience

67, 46%

with 15 or more years of experience

67, 46%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

4, 80%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administration and coaches will provide support and professional development opportunities that develop the staff as professionals and increase their effectiveness in the classroom.

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

The coaches and department chairpersons serve as support to mentor new staff members and help them achieve their greatest potential professionally through modeling and curricular support.

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

The Leadership team will monitor academic and behavior data evaluating progress by addressing the following questions:

What will all students learn? How will we determine if the students have learned? How will we respond when students have not learned? And how will we respond when students have learned or already know?

- The team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- The team will hold regular meetings.
- The team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- The team will provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

The team will assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Dr. Amrita Prakash, Assistant Principal; Amaris Leal, Reading Coach; Vicky Puentes, Language Arts Department Chair; Richard Bellon, Mathematics Coach; SWD Program Specialist, Maria Barrial, Student Services Department Chair; Jose Pineda, ELL Department Chair; Classroom teacher(s), and additional members as needed.

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

MTSS/RTI Problem-solving process is used in developing and implementing the SIP.

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
 - The team will monitor the fidelity of the delivery of instruction and intervention.
- The team will provide levels of support and interventions to students based on data.

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

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

Managed data will include academic and behavioral components such as: FAIR assessments, Interim assessments, EDUSOFT, FCAT, student grades, Student Case Management System referrals, detentions, suspensions/expulsions, and attendance.

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

- The team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- The team will hold regular meetings.
- The team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- The team will support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- The team will provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 4,000

The school site has adopted several initiatives to infuse reading strategies and focus on benchmarks. FCAT Explorer is used for 30 minutes twice a week in all ninth grade transition classes. After school students receive support twice a week for an hour. The Saturday program meets for three hours each Saturday for twelve weeks. In addition, a Reading Focus Calendar is used throughout the year in all ninth and tenth grade classes. Collaborative planning meetings occur once a week either before or after the school day. Moreover, professional development sessions occur through faculty and department meetings monthly. The administration monitors the implementation of reading strategies through daily classroom walkthroughs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected regularly through formative and summative assessments. Data driven professional development administered by the instructional coaches occurs to ensure teachers are all analyzing their data in a uniform manner. Furthermore, analysis of data and instructional practices that follow the Continuous Improvement Model ensure that staff members are using leading data to impact instructional practices in the classroom.

Who is responsible for monitoring implementation of this strategy?

Leadership Team

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

Name	Title
Benny Valdes	Principal
Dr. Amrita Prakash	Assistant Principal of Curriculum
Bernard Edwards	Assistant Principal
Madeline Meiklejohn	Assistant Principal
Felix Zabala	Assistant Principal
Amaris Leal	Reading Coach
Vicky Puentes	Department Chairperson
Jose Pineda	Department Chairperson
Caridad Benavides	Department Chairperson
Maria Barrials	Department Chairperson
Juan Chaine	Department Chairperson

Name	Title
Erick Hueck	Department Chairperson
Tania Seale	Department Chairperson
Maria Llovet	Department Chairperson
Eduardo Ortiz	Department Chairperson
Albert Kunze	Department Chairperson
Odalys McKinley	Department Chairperson
Janelle Bravo	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets as part of Department Chair meetings on a monthly basis. The Assistant Principal for Curriculum and the Reading Coach lead the topics to be discussed. Topics include but are not limited to: sharing reading data from the FAIR, FCAT Retake, Jamestown; discussion of school-wide literacy initiatives and policies are made.

Major initiatives of the LLT

The Literacy Leadership Team will create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

Every Teacher Contributes to Reading Instruction

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

Miami Senior High ensures that every teacher contributes to the reading improvement of every student through common planning sessions, professional development on data driven decision making and reading strategies that can be implemented throughout the different curricular areas.

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

Students begin meeting with grade level counselors starting their freshman year and plan their four-year course of study and post-secondary plan. Plans are based on student interest and available course offerings. The following programs are available at the school-site: law and teaching magnets, automotive mechanics, cosmetology, television production, medical technology, culinary studies, industrial technology, photography, and applied arts. In addition, the school-site has a plethora of Advanced Placement and Virtual School courses, and Dual Enrollment opportunities. In addition, the school offers internship opportunities in most of the specialized programs. At the school, every student graduates with a plan.

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

Through a freshman transition class, students work with their teachers and guidance counselors to create a Career Portfolio based on an interest inventory. Students construct a four-year plan that

includes courses necessary to meet the graduation requirement as well as courses based on student preferences. Upperclassmen become prepared for post-secondary plans through CAP visits, SAT/ACT preparation courses, PSAT administration, college tours, and college fairs. The Student Services Department visits classrooms prior to students subject selections and after subject selections and individually discuss courses selected. The Curriculum Bulletin is thorough, user friendly and is available in electronic and hard copy formats at: <http://mhs.dadeschools.net/>. The school website includes an instructional video to facilitate the process. In addition, each major course of study participates in a lunch fair to promote their specific programs.

Strategies for improving student readiness for the public postsecondary level

Early intervention of incoming seniors missing credits and close monitoring to ensure seniors enroll in Adult Education courses or Virtual School to complete credits.

- Maintain a live database to include all components of the graduation requirements.
- Administer the CPT to all Seniors.
- Offer ACT/SAT verbal and mathematical preparation courses.
- Host biannual college fairs.
- Host in and out of county college visits.
- Have 100% of Seniors apply to college.
- Conduct classroom presentations sponsored by the CAP advisor and grade level counselor to inform students of graduation requirements, scholarship opportunities, and admissions requirements.
- Offer Saturday and after-school tutoring in multiple subjects and a corresponding incentive plan.
- Offer two in-house Dual Enrollment courses.
- Encourage students to enroll in Advanced Placement courses in Language Arts, Mathematics, and Science courses.
- An official testing center for the ACT.

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%	39%	No	54%
American Indian				
Asian				
Black/African American	48%	43%	No	53%
Hispanic	48%	53%	Yes	54%
White	59%	67%	Yes	63%
English language learners	29%	18%	No	36%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	313	22%	33%
Students scoring at or above Achievement Level 4	232	16%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

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)	255	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	143	23%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	152	25%	33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		59%	63%

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	365	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	42%	No	49%
American Indian				
Asian				
Black/African American	56%	44%	No	60%
Hispanic	43%	42%	No	48%
White	61%	60%	No	65%
English language learners	39%	33%	No	45%
Students with disabilities	32%	22%	No	39%
Economically disadvantaged	44%	42%	No	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	49%
Students scoring at or above Level 7		[data excluded for privacy reasons]	27%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		59%	63%
Students in lowest 25% making learning gains (EOC)		70%	73%

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.		38%	44%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	228	34%	38%
Students scoring at or above Achievement Level 4	56	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	23%	28%
Students scoring at or above Achievement Level 4	59	9%	11%

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

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	212	33%	37%
Students scoring at or above Achievement Level 4	75	12%	13%

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)			
Participation in STEM-related experiences provided for students			

High Schools

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			9%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	462	16%	15%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	206	27%	26%
Students with grade point average less than 2.0	526	20%	19%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	819	30%	29%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	816	28%	27%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	117	4%	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)	468	69%	71%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	130	60%	62%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	526	68%	70%

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 %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.
- G2.** Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.
- G3.** Increase the number of students scoring at Levels 4, 5, and 6, as evidenced by the Florida Alternate Assessment.
- G4.** Increase the number of students enrolling in one or more accelerated STEM-related courses .
- G5.** Increase percent of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Mathematics Test.
- G6.** Increase the number of students enrolling in one or more CTE courses.
- G7.** Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.
- G8.** Increase number of students on-time course toward graduation.
- G9.** Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.
- G10.** Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.
- G11.** Increase the number of students scoring proficient in LISTENING/SPEAKING, READING, AND WRITING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)
- G12.** Increase the number of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Reading Test (P.E.R.T.).
- G13.** The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.
- G14.** Increase the number of students scoring at or above 3.5.
- G15.** As evidenced by the Florida Alternate Assessment, increase the number of Students scoring at Levels 4, 5, and 6.
- G16.** Increase Student subgroups scoring at or above Level 3 on EOC assessments

- G17.** Increase the number of students scoring at Level 3 and 4 (middle/upper) on the US History EOC.

Goals Detail

G1. Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.

Targets Supported

- Writing

Resources Available to Support the Goal

- Utilizing the Creative Writing course framework and implementing the structure into other courses to include the writing process.

Targeted Barriers to Achieving the Goal

- The writing process and conventions.

Plan to Monitor Progress Toward the Goal

The writing process and conventions

Person or Persons Responsible

All students across the curriculum

Target Dates or Schedule:

ongoing

Evidence of Completion:

Authentic student work

G2. Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- • Ensure the implementation of the College Board recommended AP Science curriculum and the expected hands-on activities/laboratory investigations in the AP science courses throughout the school year.

Targeted Barriers to Achieving the Goal

- Barrier: Molecular and Cellular Biology: Students performing at the mastery level of this reporting category will consistently be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Plan to Monitor Progress Toward the Goal

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations

Person or Persons Responsible

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Target Dates or Schedule:

ongoing

Evidence of Completion:

Baseline Biology Assessment, Interims Assessments, Teacher-made Assessments

G3. Increase the number of students scoring at Levels 4, 5, and 6, as evidenced by the Florida Alternate Assessment.

Targets Supported

Resources Available to Support the Goal

- Teachers will use the gradual release technique (I DO, We DO, They DO, and You Do concept.)

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FAA score report is students scoring at a Math Performance Level of 3 or below, which is considered the emergent level

Plan to Monitor Progress Toward the Goal

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA Reading Assessment

G4. Increase the number of students enrolling in one or more accelerated STEM-related courses .

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.

Targeted Barriers to Achieving the Goal

- Barrier(s) Students lack proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses

Plan to Monitor Progress Toward the Goal

- Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

- The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator, Math Coach, Math Department Chairperson and Math Designated administrator

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student enrollment in upper level STEM courses for the 2013-2014 school year

G5. Increase percent of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Mathematics Test.

Targets Supported

Resources Available to Support the Goal

- ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Targeted Barriers to Achieving the Goal

- • The results of the PERT administration indicate that students had difficulties with polynomials.

Plan to Monitor Progress Toward the Goal

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule:

ongoing

Evidence of Completion:

- The PERT will be used to determine the effectiveness of strategy.

G6. Increase the number of students enrolling in one or more CTE courses.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE Teachers will assign and prepare students to take the industry certification.

Targeted Barriers to Achieving the Goal

- Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery.

Plan to Monitor Progress Toward the Goal

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment(s) Test data from pre-tests and reports from Industry Certification testing providers.

G7. Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Targeted Barriers to Achieving the Goal

- • The results of the Algebra 2013 EOC indicate that students had difficulties with polynomials. • The results of the Algebra 2013 EOC indicate that students had difficulties with exponents.

Plan to Monitor Progress Toward the Goal

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule:

ongoing

Evidence of Completion:

- The Algebra 2014 EOC will be used to determine the effectiveness of strategy.

G8. Increase number of students on-time course toward graduation.**Targets Supported**

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Positive behavior intervention and supports

Targeted Barriers to Achieving the Goal

- Students experience limited positive behavior intervention to maintain on-time course toward graduation.

Plan to Monitor Progress Toward the Goal

Analyze and monitor COGNOS reports, ISIS attendance reports, and the truancy weekly logs. Weekly updates by the TCST to the administration and bi-weekly meetings and adjustments. Hall and Tardy Sweeps are conducted weekly. The amount of students in the halls, caught during hall sweeps, off campus, and the subsequent attendance rates are monitored on a monthly basis. Monthly quarterly reports and suspension data with referral codes.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment(s): Number of referral issued and parent contact logs. TCST logs and attendance rosters. On-time graduation rates.

G9. Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.**Targets Supported**

- Geometry EOC

Resources Available to Support the Goal

- The results of the Geometry 2013 EOC indicate that students had difficulties with two dimensional geometry.

Targeted Barriers to Achieving the Goal

- Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea.

Plan to Monitor Progress Toward the Goal

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule:

ongoing

Evidence of Completion:

- The Geometry 2014 EOC will be used to determine the effectiveness of strategy.

G10. Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.

Targets Supported

Resources Available to Support the Goal

- Teachers will teach, progress monitor and reteach according to the analysis of the data.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process, which includes analyzing and evaluating information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings). This barrier occurred due to the lack of use of the FCAT Task Cards and sufficient instruction using information text.

Plan to Monitor Progress Toward the Goal

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

G11. Increase the number of students scoring proficient in LISTENING/SPEAKING, READING, AND WRITING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)

Targets Supported

Resources Available to Support the Goal

- Through modeling teachers will demonstrate to their students how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. Incorporate and teach the strategy of Brainstorming as a way to value prior knowledge and experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information.

Targeted Barriers to Achieving the Goal

- The anticipated barrier for the ELL population is the limited after school exposure to enrichment activities.

Plan to Monitor Progress Toward the Goal

Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

In-class Assessments developed by teacher or from classroom resources. CELLA Results.

G12. Increase the number of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Reading Test (P.E.R.T.).

Targets Supported

Resources Available to Support the Goal

- • Incorporate SAT/ACT Prep course • Incorporate English 4: Florida College Prep course

Targeted Barriers to Achieving the Goal

- • Students have limited exposure to test preparation activities

Plan to Monitor Progress Toward the Goal

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the CAP counselor, test chairperson, LA department chairperson, Assistant Principal of Curriculum and Student Services chairperson.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Progress will be monitored via PERT practice tests, SAT and ACT registration, completion rates.

G13. The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

Targets Supported

Resources Available to Support the Goal

- Strategies: The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity.
- Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Targeted Barriers to Achieving the Goal

- Barriers: The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G14. Increase the number of students scoring at or above 3.5.

Targets Supported

- Writing

Resources Available to Support the Goal

- Implementing Creative Writing Courses targeting Bubble students.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted by the data found on the 2013 FCAT Writing Assessment is in the area of the writing process; planning, drafting and effectively editing and revising.

Plan to Monitor Progress Toward the Goal

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing

Person or Persons Responsible

The fidelity of the program will be monitored by the Language Arts Department chairperson, Literacy Coach and Assistant Principal of Curriculum.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Progress will be monitored via Baseline Writing Assessment, Mid-Year Writing Assessment and FCAT Writing 2.0 Assessment, Practice Writing Prompts through Language Arts classes.

G15. As evidenced by the Florida Alternate Assessment, increase the number of Students scoring at Levels 4, 5, and 6.

Targets Supported

Resources Available to Support the Goal

- Teachers will use the gradual release technique (I DO, We DO, They DO, and You Do concept.)

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FAA score report is students scoring at a Performance Level of 3 or below, which is considered the emergent level

Plan to Monitor Progress Toward the Goal

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. FAA

G16. Increase Student subgroups scoring at or above Level 3 on EOC assessments

Targets Supported

Resources Available to Support the Goal

- ? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: develop mathematical vocabulary for all students. ? Incorporate a variety of Higher Order Thinking Strategies into lesson delivery that supports critical thinking, problem-solving, and student accountable talk. ? Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices. ? A word wall will be utilized to help students use, apply, and retain new vocabulary. ? Leadership team will monitor teachers' word walls. ? End of unit vocabulary quizzes or activities will monitor student progress. ? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

Targeted Barriers to Achieving the Goal

- The ELL students did not meet their 2012-2013 AMO. ELL students have difficulty in communicating and understanding the mathematical language.

Plan to Monitor Progress Toward the Goal

? Leadership team will monitor teacher lesson delivery.

Person or Persons Responsible

? Leadership team will monitor teacher lesson delivery.v

Target Dates or Schedule:

ongoing

Evidence of Completion:

? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

G17. Increase the number of students scoring at Level 3 and 4 (middle/upper) on the US History EOC.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- Provide a variety of activities which help students develop an understanding of the content-specific vocabulary taught in U.S. History.

Targeted Barriers to Achieving the Goal

- Students have limited understanding of United States History from the period of the Civil War and Reconstruction to the present time. Students are deficient in the use of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period. The 2013 US History EOC exam requires that students thoroughly comprehend, analyze and evaluate primary sources, maps, charts, graphs, and timelines and answer questions based on this features. The 2013 US History EOC exam requires that teachers thoroughly comprehend, analyze and evaluate US History benchmarks, item specifications, and content focus to effectively cover material assessed on the exam. Limited evidence of rigor in instruction and student work

Plan to Monitor Progress Toward the Goal

Students will be provided with the opportunities to assess their own performance data.

Person or Persons Responsible

The Assistant Principal for Curriculum and the department chair will monitor the implementation of all activities and benchmark evaluations will provide opportunities for data analysis.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Assessments will include grades received on project-based activities and research assignments, site-generated assessments, District-generated baseline and interim assessments, as well as the 2014 U.S. History End of Course Exam (EOC).

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.

G1.B1 The writing process and conventions.

G1.B1.S1 -In class writing assignments shall reflect the planning to publish stages of the writing process; instructors will guide student end-products through the writing process. - Implement a school-wide theme of writing across the curriculum, by including text-dependent questions for written responses. - Provide a school-wide rubric for writing, grammar, and revision looks fors, which can be used across the curriculum.

Action Step 1

The writing process and conventions

Person or Persons Responsible

All students across the curriculum

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Authentic student work

Facilitator:

Janelle Bravo

Participants:

All content area teachers

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

The writing process and conventions

Person or Persons Responsible

All students across the curriculum

Target Dates or Schedule

ongoing

Evidence of Completion

Authentic student work

Plan to Monitor Effectiveness of G1.B1.S1

The writing process and conventions

Person or Persons Responsible

All students across the curriculum

Target Dates or Schedule

ongoing

Evidence of Completion

Authentic student work

G2. Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.

G2.B1 Barrier: Molecular and Cellular Biology: Students performing at the mastery level of this reporting category will consistently be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

G2.B1.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology. • Strategies: Implement and monitor the effective use of the HOT Labs with the usage of higher order questions and with fidelity to the ETO writing process in lab reports to include detailed data analysis and conclusions. 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. Advanced and strategic use of data to investigate in-depth and draw conclusions about teachers and students weaknesses and strength, to drive differentiate instruction, students' remediation and enrichments according to students' specific needs.

Action Step 1

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Person or Persons Responsible

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Baseline Biology Assessment, Interims Assessments, Teacher-made Assessments

Facilitator:

Science Coach

Participants:

Science Department

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

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations

Person or Persons Responsible

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Baseline Biology Assessment, Interims Assessments, Teacher-made Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations

Person or Persons Responsible

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

Baseline Biology Assessment, Interims Assessments, Teacher-made Assessments

G3. Increase the number of students scoring at Levels 4, 5, and 6, as evidenced by the Florida Alternate Assessment.

G3.B1 The area of deficiency as noted on the 2013 FAA score report is students scoring at a Math Performance Level of 3 or below, which is considered the emergent level

G3.B1.S1 Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI).

Action Step 1

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. FAA

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

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA

Plan to Monitor Effectiveness of G3.B1.S1

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. Summative: Results from 2013 FAA Reading Assessment

G4. Increase the number of students enrolling in one or more accelerated STEM-related courses .

G4.B1 Barrier(s) Students lack proficiency in reading as indicated on the FCAT 2.0 Reading test which hinders being enrolled in upper level STEM courses

G4.B1.S1 • Offer enrichment opportunities to upper level science students such as Fairchild Challenge, Science Fair Competitions, Scientific Research and Science Clubs. • Implement a horizontal and vertical articulation within the science department to develop a tracking system of student expectation and performance as students complete science courses delineated by the Student Progression Plan.

Action Step 1

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator, Math Coach, Math Department Chairperson and Math Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

- Student enrollment in upper level STEM courses for the 2013-2014 school year

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

- Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

- The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator, Math Coach, Math Department Chairperson and Math Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

- Student enrollment in upper level STEM courses for the 2013-2014 school year

Plan to Monitor Effectiveness of G4.B1.S1

- Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

- The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator, Math Coach, Math Department Chairperson and Math Designated administrator

Target Dates or Schedule

ongoing

Evidence of Completion

- Student enrollment in upper level STEM courses for the 2013-2014 school year

G5. Increase percent of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Mathematics Test.

G5.B1 • The results of the PERT administration indicate that students had difficulties with polynomials.

G5.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The PERT will be used to determine the effectiveness of strategy.

Facilitator:

Richard Bellon

Participants:

Math department

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

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The PERT will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G5.B1.S1

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The PERT will be used to determine the effectiveness of strategy.

G6. Increase the number of students enrolling in one or more CTE courses.

G6.B1 Inconsistent transfer of written higher order questions to verbal higher order questions during instructional delivery.

G6.B1.S1 -Promote the effective use of high order questions and rigorous activities in the CTE classrooms. 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 a deeper understanding of content.

Action Step 1

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s) Test data from pre-tests and reports from Industry Certification testing providers.

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

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s) Test data from pre-tests and reports from Industry Certification testing providers.

Plan to Monitor Effectiveness of G6.B1.S1

Administrators and department chairpersons will monitor tracking system of student expectation and performance.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s) Test data from pre-tests and reports from Industry Certification testing providers.

G7. Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.

G7.B1 • The results of the Algebra 2013 EOC indicate that students had difficulties with polynomials. • The results of the Algebra 2013 EOC indicate that students had difficulties with exponents.

G7.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Algebra 2014 EOC will be used to determine the effectiveness of strategy.

Facilitator:

Richard Bellon

Participants:

Mathematics department

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

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Algebra 2014 EOC will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G7.B1.S1

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Algebra 2014 EOC will be used to determine the effectiveness of strategy.

G8. Increase number of students on-time course toward graduation.

G8.B1 Students experience limited positive behavior intervention to maintain on-time course toward graduation.

G8.B1.S1 Identify and refer students who develop a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Create incentive programs; allow additional time between class changes, increase security presence. Utilize the Code of Student Conduct to ensure a variety of interventions are utilized. Utilize Saturday School and afterschool detentions as an Alternative to Suspension. Create an incentive program to support positive behaviors and good citizenship. Host Parent Nights and subsequent At-risk Nights to ensure parents and students are apprised of their current graduation status and the resources available to them. Counselors will meet with Seniors on a quarterly basis to distribute credit histories, recommend interventions and course recovery options.

Action Step 1

Analyze and monitor COGNOS reports, ISIS attendance reports, and the truancy weekly logs. Weekly updates by the TCST to the administration and bi-weekly meetings and adjustments. Hall and Tardy Sweeps are conducted weekly. The amount of students in the halls, caught during hall sweeps, off campus, and the subsequent attendance rates are monitored on a monthly basis. Monthly quarterly reports and suspension data with referral codes.

Person or Persons Responsible

Leadership Team will monitor with increasing frequency.

Target Dates or Schedule

ongoing

Evidence of Completion

Number of referral issued and parent contact logs. TCST logs and attendance rosters. On-time graduation rates.

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

Analyze and monitor COGNOS reports, ISIS attendance reports, and the truancy weekly logs. Weekly updates by the TCST to the administration and bi-weekly meetings and adjustments. Hall and Tardy Sweeps are conducted weekly. The amount of students in the halls, caught during hall sweeps, off campus, and the subsequent attendance rates are monitored on a monthly basis. Monthly quarterly reports and suspension data with referral codes.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Number of referral issued and parent contact logs. TCST logs and attendance rosters. On-time graduation rates.

Plan to Monitor Effectiveness of G8.B1.S1

Analyze and monitor COGNOS reports, ISIS attendance reports, and the truancy weekly logs. Weekly updates by the TCST to the administration and bi-weekly meetings and adjustments. Hall and Tardy Sweeps are conducted weekly. The amount of students in the halls, caught during hall sweeps, off campus, and the subsequent attendance rates are monitored on a monthly basis. Monthly quarterly reports and suspension data with referral codes.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Number of referral issued and parent contact logs. TCST logs and attendance rosters. On-time graduation rates.

G9. Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.

G9.B1 Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea.

G9.B1.S1 • Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea. • Teacher will provide in class guided examples Provide opportunities for students to master the content so they will be able to: Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Geometry 2014 EOC will be used to determine the effectiveness of strategy.

Facilitator:

Richard Bellon

Participants:

Mathematics Department

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

- Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Geometry 2014 EOC will be used to determine the effectiveness of strategy.

Plan to Monitor Effectiveness of G9.B1.S1

Data from end of unit assessment will be used to rate effectiveness.

Person or Persons Responsible

- Leadership team will review student work folders.

Target Dates or Schedule

ongoing

Evidence of Completion

- The Geometry 2014 EOC will be used to determine the effectiveness of strategy.

G10. Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.

G10.B1 The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process, which includes analyzing and evaluating information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings). This barrier occurred due to the lack of use of the FCAT Task Cards and sufficient instruction using information text.

G10.B1.S1 • Strategies: The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns. • Strategies: 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. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning, that 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 objective. 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 a deeper understanding of content. • Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid.

Action Step 1

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher made tests/quizzes, Unique Learning assessments, quarterly update of IEP goals' status reports

Facilitator:

Amaris Leal

Participants:

Reading and English teachers

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

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher made tests/quizzes, Unique Learning assessments, quarterly update of IEP goals' status reports

Plan to Monitor Effectiveness of G10.B1.S1

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

G11. Increase the number of students scoring proficient in LISTENING/SPEAKING, READING, AND WRITING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)

G11.B1 The anticipated barrier for the ELL population is the limited after school exposure to enrichment activities.

G11.B1.S1 Through explicit instruction and gradual release of responsibility model teachers will demonstrate to their students how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through the task. Incorporate and teach the strategy of brainstorming as a way to value prior knowledge and experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Through active learning and student accountability talk, group members review and discuss the related ideas and determine how to organize and use the information. Incorporate the use of Task Cards in the classroom is another strategy. CRRP task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful to students. Incorporate and teach the strategy of highlighting text that is relevant in order to go back and reread again as necessary. Incorporate and teach the importance of effective summarizing as an important strategy. It is quite difficult for students, it requires them to categorize details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information. With practice, students can summarize to support their reading and writing.

Action Step 1

Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

In-class Assessments developed by teacher or from classroom resources. CELLA Results.

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

Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

In-class Assessments developed by teacher or from classroom resources. CELLA Results.

Plan to Monitor Effectiveness of G11.B1.S1

Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

In-class Assessments developed by teacher or from classroom resources. CELLA Results.

G12. Increase the number of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Reading Test (P.E.R.T.).

G12.B1 • Students have limited exposure to test preparation activities

G12.B1.S1 • Incorporate SAT/ACT Prep course • Incorporate English 4: Florida College Prep course

Action Step 1

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the CAP counselor, test chairperson, LA department chairperson, Assistant Principal of Curriculum and Student Services chairperson.

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via PERT practice tests, SAT and ACT registration, completion rates.

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

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the CAP counselor, test chairperson, LA department chairperson, Assistant Principal of Curriculum and Student Services chairperson.

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via PERT practice tests, SAT and ACT registration, completion rates.

Plan to Monitor Effectiveness of G12.B1.S1

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the CAP counselor, test chairperson, LA department chairperson, Assistant Principal of Curriculum and Student Services chairperson.

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via PERT practice tests, SAT and ACT registration, completion rates.

G13. The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1 Barriers: The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1.S1 Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

Action Step 1

FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

Facilitator:

Dr. Amrita Prakash

Participants:

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

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

FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

Plan to Monitor Effectiveness of G13.B1.S1

FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Person or Persons Responsible

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

Plan to Monitor Fidelity of Implementation of G13.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G14. Increase the number of students scoring at or above 3.5.

G14.B1 The area of deficiency as noted by the data found on the 2013 FCAT Writing Assessment is in the area of the writing process; planning, drafting and effectively editing and revising.

G14.B1.S1 Monthly Writing Prompts; Implement and monitor evidence based vocabulary instruction and rigorous writing incorporating learned vocabulary related to the content. Provide, document and monitor instruction of the various modalities of writing throughout the writing process. • Develop and maintain with students a Writer's folder which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. • Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to persuade). • Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing. • Introduce precise claim(s), data and warrant/commentary formula to students. • Write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Ask students to revise for clarity of content, organization, and word choice. • Incorporate a selection of sentence variety and sentence combining activities. • Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Action Step 1

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the Language Arts Department chairperson, Literacy Coach and Assistant Principal of Curriculum

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via Baseline Writing Assessment, Mid-Year Writing Assessment and FCAT Writing 2.0 Assessment, Practice Writing Prompts through Language Arts classes.

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

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the Language Arts Department chairperson, Literacy Coach and Assistant Principal of Curriculum.

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via Baseline Writing Assessment, Mid-Year Writing Assessment and FCAT Writing 2.0 Assessment, Practice Writing Prompts through Language Arts classes.

Plan to Monitor Effectiveness of G14.B1.S1

Effectiveness will be monitored via student folders, lesson plans, Common Board Configuration, classroom visitations, data provided through practice writing prompts.

Person or Persons Responsible

The fidelity of the program will be monitored by the Language Arts Department chairperson, Literacy Coach and Assistant Principal of Curriculum.

Target Dates or Schedule

ongoing

Evidence of Completion

Progress will be monitored via Baseline Writing Assessment, Mid-Year Writing Assessment and FCAT Writing 2.0 Assessment, Practice Writing Prompts through Language Arts classes.

G15. As evidenced by the Florida Alternate Assessment, increase the number of Students scoring at Levels 4, 5, and 6.

G15.B1 The area of deficiency as noted on the 2013 FAA score report is students scoring at a Performance Level of 3 or below, which is considered the emergent level

G15.B1.S1 Identify details from the passage to determine main idea, plot, and purpose. Use of graphic organizers to understand how patterns support the main idea, character development and author's purpose. Analyze the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • Action Steps- teachers will expose students to the Unique Learning online program weekly, address student's individualized IEP goals, and use specific SPED strategies to address student's academic, behavioral, and social needs.

Action Step 1

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. FAA

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

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. FAA

Plan to Monitor Effectiveness of G15.B1.S1

Teacher made tests will be used to assess academic goals and teacher observations of pre-determined individualized social skills to ensure progress is being made and adjust instruction as needed.

Person or Persons Responsible

The Special Education (SPED) department chairs and SPED administrator will be responsible for monitoring the implementation of the identified strategies

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Formative: Quarterly, individualized student goals are updated based on student achievement, indicated by a rating of: insufficient progress, some progress, adequate progress, or mastery. FAA

G16. Increase Student subgroups scoring at or above Level 3 on EOC assessments

G16.B1 The ELL students did not meet their 2012-2013 AMO. ELL students have difficulty in communicating and understanding the mathematical language.

G16.B1.S1 ? Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: develop mathematical vocabulary for all students. ? Incorporate a variety of Higher Order Thinking Strategies into lesson delivery that supports critical thinking, problem-solving, and student accountable talk. ? Utilize common planning and/or lesson study to develop effective instructional strategies, evaluate student work, and share best practices. ? A word wall will be utilized to help students use, apply, and retain new vocabulary. ? Leadership team will monitor teachers' word walls. ? End of unit vocabulary quizzes or activities will monitor student progress. ? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

Action Step 1

? Exit slips will be used to monitor student understanding

Person or Persons Responsible

? Teachers will use the gradual release technique (I DO, We DO, They DO, and You Do concept.)

Target Dates or Schedule

? Leadership team will monitor teacher lesson delivery.

Evidence of Completion

? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.v

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

? Exit slips will be used to monitor student understanding.

Person or Persons Responsible

? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

Target Dates or Schedule

? Leadership team will monitor teacher lesson delivery.

Evidence of Completion

? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

Plan to Monitor Effectiveness of G16.B1.S1

? Exit slips will be used to monitor student understanding.

Person or Persons Responsible

? Leadership team will monitor teacher lesson delivery.

Target Dates or Schedule

ongoing

Evidence of Completion

? End of topic department made benchmark assessments graded by Edusoft will be administered to monitor progress.

G17. Increase the number of students scoring at Level 3 and 4 (middle/upper) on the US History EOC.

G17.B1 Students have limited understanding of United States History from the period of the Civil War and Reconstruction to the present time. Students are deficient in the use of research and inquiry skills in order to analyze and interpret primary and secondary sources to understand a historical period. The 2013 US History EOC exam requires that students thoroughly comprehend, analyze and evaluate primary sources, maps, charts, graphs, and timelines and answer questions based on this features. The 2013 US History EOC exam requires that teachers thoroughly comprehend, analyze and evaluate US History benchmarks, item specifications, and content focus to effectively cover material assessed on the exam. Limited evidence of rigor in instruction and student work

G17.B1.S1 • Ensure the explicit modeling and implementation of close reading and text dependent questions in all core curriculum areas to increase understanding through an in-depth analysis of complex text. • 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. • Provide a variety of strategies for students to understand complex text in their study of U.S. History. • 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. • Provide a variety of activities for students to understand the thematic approach to the study of U.S. History. • Provide a variety of opportunities for students to strengthen their abilities to analyze and interpret maps, charts, graphs, time-lines, political cartoons and other graphic representations in their study of U.S. History. • Utilize District-published pacing guides, common core standards and lesson plans with assessments aligned to tested EOC benchmarks to maximize opportunities for students to master assessed content. • Provide opportunities for students to participate in a variety of project-based learning activities in their study of U.S. History. • Provide opportunities for students to research specific events and personalities in U.S. History, using print and non-print resources, including the Library of Congress website. • Students will analyze charts, images, graphs, time lines as well as primary sources through a variety of literacy strategies and use these features to evaluate statements, make inferences, analyze historical themes and understand the benchmarks assessed in the US History EOC. • Teachers will collaboratively and individually analyze and un wrap the items associated with the tested benchmarks of the US History EOC exam. • Teachers will provide instruction on good research techniques. Students will be given the opportunity to use Discovery Education, NBC Learn, Beyond the Bubble, TED Talks, graphs and informational texts and primary sources. Students will be given the opportunity to conduct research in the area of Social Studies.

Action Step 1

Students will complete research and project-based assignments and their grades will determine effectiveness.

Person or Persons Responsible

The Assistant Principal for Curriculum and the department chair will monitor the implementation of all activities and benchmark evaluations will provide opportunities for data analysis.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Assessments will include grades received on project-based activities and research assignments, site-generated assessments, District-generated baseline and interim assessments, as well as the 2014 U.S. History End of Course Exam (EOC).

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Students will be provided with the opportunities to assess their own performance data.

Person or Persons Responsible

The Assistant Principal for Curriculum and the department chair will monitor the implementation of all activities and benchmark evaluations will provide opportunities for data analysis.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Assessments will include grades received on project-based activities and research assignments, site-generated assessments, District-generated baseline and interim assessments, as well as the 2014 U.S. History End of Course Exam (EOC).

Plan to Monitor Effectiveness of G17.B1.S1

Students will be provided with the opportunities to assess their own performance data.

Person or Persons Responsible

The Assistant Principal for Curriculum and the department chair will monitor the implementation of all activities and benchmark evaluations will provide opportunities for data analysis.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Assessments will include site-generated assessments, District-generated baseline and interim assessments, as well as the 2014 U.S. History End of Course Exam (EOC).

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

Miami High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, community education, Florida Virtual School, Saturday school, and summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

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

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

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

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide: tutorial programs (K-12), parent outreach activities (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), and purchase of supplemental 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 students (K-12, RFP Process).

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provided training for school registrar on the procedures for enrolling homeless students and for the 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. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Full service adult education programs are located on the school site and operate from 2:30 p.m. to 10:00 p.m. Monday through Thursday. Miami High Community School offers completion courses to all eligible Miami High students in the evening based on counselor recommendation. Courses may be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Miami High promotes Career Pathways and Programs of Study to its students in order to provide a better understanding and appreciation of the postsecondary opportunities available to them assist in creating a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work, and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Miami High will involve parents in the planning and implementation of the Title I program and extend an open invitation to our school's Parent Resource Center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Miami High will increase parental involvement through developing our schools' Title I annual meeting and other documents necessary in order to comply with dissemination and reporting requirements. Miami High will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc. with flexible times to accommodate our parents and build their capacity for involvement

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. Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.

G1.B1 The writing process and conventions.

G1.B1.S1 -In class writing assignments shall reflect the planning to publish stages of the writing process; instructors will guide student end-products through the writing process. - Implement a school-wide theme of writing across the curriculum, by including text-dependent questions for written responses. - Provide a school-wide rubric for writing, grammar, and revision looks fors, which can be used across the curriculum.

PD Opportunity 1

The writing process and conventions

Facilitator

Janelle Bravo

Participants

All content area teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Authentic student work

G2. Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.

G2.B1 Barrier: Molecular and Cellular Biology: Students performing at the mastery level of this reporting category will consistently be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

G2.B1.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology. • Strategies: Implement and monitor the effective use of the HOT Labs with the usage of higher order questions and with fidelity to the ETO writing process in lab reports to include detailed data analysis and conclusions. 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. Advanced and strategic use of data to investigate in-depth and draw conclusions about teachers and students weaknesses and strength, to drive differentiate instruction, students' remediation and enrichments according to students' specific needs.

PD Opportunity 1

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Facilitator

Science Coach

Participants

Science Department

Target Dates or Schedule

ongoing

Evidence of Completion

Baseline Biology Assessment, Interims Assessments, Teacher-made Assessments

G5. Increase percent of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Mathematics Test.

G5.B1 • The results of the PERT administration indicate that students had difficulties with polynomials.

G5.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

PD Opportunity 1

- Data from end of unit assessment will be used to rate effectiveness.

Facilitator

Richard Bellon

Participants

Math department

Target Dates or Schedule

ongoing

Evidence of Completion

- The PERT will be used to determine the effectiveness of strategy.

G7. Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.

G7.B1 • The results of the Algebra 2013 EOC indicate that students had difficulties with polynomials. • The results of the Algebra 2013 EOC indicate that students had difficulties with exponents.

G7.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

PD Opportunity 1

- Data from end of unit assessment will be used to rate effectiveness.

Facilitator

Richard Bellon

Participants

Mathematics department

Target Dates or Schedule

ongoing

Evidence of Completion

- The Algebra 2014 EOC will be used to determine the effectiveness of strategy.

G9. Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.

G9.B1 Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea.

G9.B1.S1 • Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea. • Teacher will provide in class guided examples Provide opportunities for students to master the content so they will be able to: Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties.

PD Opportunity 1

- Data from end of unit assessment will be used to rate effectiveness

Facilitator

Richard Bellon

Participants

Mathematics Department

Target Dates or Schedule

ongoing

Evidence of Completion

- The Geometry 2014 EOC will be used to determine the effectiveness of strategy.

G10. Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.

G10.B1 The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process, which includes analyzing and evaluating information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings). This barrier occurred due to the lack of use of the FCAT Task Cards and sufficient instruction using information text.

G10.B1.S1 • Strategies: The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns. • Strategies: 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. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning, that 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 objective. 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 a deeper understanding of content. • Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid.

PD Opportunity 1

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed

Facilitator

Amaris Leal

Participants

Reading and English teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher made tests/quizzes, Unique Learning assessments, quarterly update of IEP goals' status reports

G13. The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1 Barriers: The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1.S1 Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

PD Opportunity 1

FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Facilitator

Dr. Amrita Prakash

Participants

The Literacy Leadership team along with administrators and coaches will be responsible for monitoring the implementation of the identified strategies.

Target Dates or Schedule

ongoing

Evidence of Completion

Assessment(s): Teacher-made quizzes, Analysis of FAIR, and teacher observation from differentiation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.	\$500
G2.	Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.	\$2,000
G5.	Increase percent of on-time graduates scoring "college ready" on the Postsecondary Education Readiness Mathematics Test.	\$1,000
G7.	Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.	\$1,000
G9.	Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.	\$1,000
G10.	Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.	\$200
G13.	The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.	\$500
Total		\$6,200

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Evidence-Based Program	Total
Title I	\$500	\$2,000	\$2,500	\$5,000
EESAC	\$0	\$0	\$1,200	\$1,200
	\$0	\$0	\$0	\$0
Total	\$500	\$2,000	\$3,700	\$6,200

Budget Details

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

G1. Increase instruction to target the most reoccurring errors and grammatical concerns, as indicated by the Writing instructors.

G1.B1 The writing process and conventions.

G1.B1.S1 -In class writing assignments shall reflect the planning to publish stages of the writing process; instructors will guide student end-products through the writing process. - Implement a school-wide theme of writing across the curriculum, by including text-dependent questions for written responses. - Provide a school-wide rubric for writing, grammar, and revision looks fors, which can be used across the curriculum.

Action Step 1

The writing process and conventions

Resource Type

Personnel

Resource

All content area teachers will attend an in-house professional development opportunity to learn how corrective feedback can help our school wide writing scores.

Funding Source

Title I

Amount Needed

\$500

G2. Increase the number of students scoring at Level 3 and 4 on the Biology EOC exam.

G2.B1 Barrier: Molecular and Cellular Biology: Students performing at the mastery level of this reporting category will consistently be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

G2.B1.S1 • Monitor and ensure that the correct pace and depth of content is being taught in all the biology classes based on the District Pacing Guides and the Biology Test Item Specifications. • Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data. • Develop professional learning communities of Biology teachers to research, discuss, design, and implement strategies to increase inquiry-based learning. • Provide opportunities for all students to participate in scientific enrichment activities, after-school tutorials, and science clubs. • Provide all students the opportunity to design experiments using the process of science and present their work through lab reports, PowerPoint presentations, and/or classroom discussions. • Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. • Provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum. • Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology. • Strategies: Implement and monitor the effective use of the HOT Labs with the usage of higher order questions and with fidelity to the ETO writing process in lab reports to include detailed data analysis and conclusions. 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. Advanced and strategic use of data to investigate in-depth and draw conclusions about teachers and students weaknesses and strength, to drive differentiate instruction, students' remediation and enrichments according to students' specific needs.

Action Step 1

The fidelity of the program will be monitored by the Science Coach, Science Department Chairperson, and Science Designated administrator

Resource Type

Technology

Resource

Tutoring will be provided for students

Funding Source

Title I

Amount Needed

\$2,000

G5. Increase percent of on-time graduates scoring “college ready” on the Postsecondary Education Readiness Mathematics Test.

G5.B1 • The results of the PERT administration indicate that students had difficulties with polynomials.

G5.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness.

Resource Type

Evidence-Based Program

Resource

An incentives program is in place to help motivate students to attend tutoring.

Funding Source

Title I

Amount Needed

\$1,000

G7. Increase the number of students scoring at Achievement Level 3 and 4 on Algebra I EOC.

G7.B1 • The results of the Algebra 2013 EOC indicate that students had difficulties with polynomials. • The results of the Algebra 2013 EOC indicate that students had difficulties with exponents.

G7.B1.S1 ? Provide opportunities for students to practice the content so they will be able to: Completely factor polynomials. ? Teacher will provide in class guided examples and cooperative learning opportunities.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness.

Resource Type

Evidence-Based Program

Resource

Motivational incentives program will be in place to help teachers provide opportunities to reward student achievement.

Funding Source

EESAC

Amount Needed

\$1,000

G9. Increase the number of students scoring at Achievement Level 3 and 4 on the Geometry EOC.

G9.B1 Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea.

G9.B1.S1 • Students need to increase opportunity to provide statements and reasons in formal and informal proofs of a geometric idea. • Teacher will provide in class guided examples Provide opportunities for students to master the content so they will be able to: Identify, describe, and classify triangles and polygons and compare and contrast special quadrilaterals on the basis of their properties.

Action Step 1

- Data from end of unit assessment will be used to rate effectiveness

Resource Type

Evidence-Based Program

Resource

Tutoring will be provided to ensure students are given after school help on their geometry needs.

Funding Source

Title I

Amount Needed

\$1,000

G10. Increase the number of students making learning gains. Increase the number of students in the lowest 25% making learning gains.

G10.B1 The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process, which includes analyzing and evaluating information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings). This barrier occurred due to the lack of use of the FCAT Task Cards and sufficient instruction using information text.

G10.B1.S1 • Strategies: The following instructional strategies will be utilized to support Reporting Category 4: Locating and verifying details, critically analyzing and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Having students build stronger arguments to support their answers and the exploration of shades of meaning to better identify nuances. Increase student exposure to informational, non-fiction, and expository text, in addition to recognizing and analyzing text complexity. Training and Implementation of the Text Complexity, Common Core Standards, Items Specifications and Category Benchmark Breakdowns. • Strategies: 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. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning, that 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 objective. 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 a deeper understanding of content. • Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid.

Action Step 1

Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed

Resource Type

Evidence-Based Program

Resource

Motivational Incentives program will allow teachers to motivate students to maximize effort.

Funding Source

EESAC

Amount Needed

\$200

G11. Increase the number of students scoring proficient in LISTENING/SPEAKING, READING, AND WRITING (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)

G11.B1 The anticipated barrier for the ELL population is the limited after school exposure to enrichment activities.

G11.B1.S1 Through explicit instruction and gradual release of responsibility model teachers will demonstrate to their students how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through the task. Incorporate and teach the strategy of brainstorming as a way to value prior knowledge and experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Through active learning and student accountability talk, group members review and discuss the related ideas and determine how to organize and use the information. Incorporate the use of Task Cards in the classroom is another strategy. CRRP task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful to students. Incorporate and teach the strategy of highlighting text that is relevant in order to go back and reread again as necessary. Incorporate and teach the importance of effective summarizing as an important strategy. It is quite difficult for students, it requires them to categorize details, eliminate insignificant information, generalize information and use clear, concise language to communicate the essence of the information. With practice, students can summarize to support their reading and writing.

Action Step 1

Review classroom assessments to monitor progress and implement intervention as needed. Classroom observation for the implementation of the instructional focus calendar. Using the FCIM to regularly monitor that ongoing instructional strategies are differentiated to meet students' needs

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13. The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1 Barriers: The area of deficiency as noted on the 2012 administration of the Grade 9 and 10 FCAT 2.0 Reading Test was in the Reporting Category 4: Informational Text and Research Process.

G13.B1.S1 Review of data produced by Interims and programs such as Jamestown, Florida Focus Achieves, and FCAT Explorer on a biweekly basis to ensure progress is being made and adjust instruction as needed.

Action Step 1

FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer, Florida Focus Achieves and Jamestown benchmark reports. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Resource Type

Evidence-Based Program

Resource

Tutoring after school in computer lab

Funding Source

Title I

Amount Needed

\$500