Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cope Center North

9950 NW 19TH AVE
Miami, FL 33147
305-836-3300
http://copecenternorth.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
Yes	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11
NOT GRADED			

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Cope Center North

Principal
Dr. Colleen Del Terzo

School Advisory Council chair
Ms. Gia Braynon

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

Name	Title
Dr. Colleen Del Terzo	Principal
Ms. Gia Braynon	Counselor
Ms. Teresa Vigo	Language Arts/Reading teacher
Mr. Marc Rosenblatt	Reading/ESE teacher
Ms. Tashina Moore	Mathematics teacher
Ms. Susan Turk	Media Specialist
Ms. Judy Rodriguez	CTE/ESOL teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal (1), Business/Community Representatives (2) UTD Steward (1) , Teachers (4), Educational Support Employees (2) and Student (2)

Involvement of the SAC in the development of the SIP

The EESAC participates in a review of the School Improvement Plan, the Mid-Year and End-of-Year Reviews during monthly meetings.

Activities of the SAC for the upcoming school year

The EESAC activities for the upcoming year are inclusive of the following:
1. Monitoring the implementation of the SIP
2. Assisting with upholding the effectiveness of the school
3. Monitor and make recommendation in reference to budgetary concerns of the school
4. Monitor Student Progress

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

The EESAC funds will be utilized to support the overall school program by providing student incentives such as achievement recognition certificates, assemblies, and school wide attendance and behavior recognition programs.
$1094.09

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

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Colleen Del Terzo		
Principal	Years as Administrator: 26	Years at Current School: 1

Credentials	Bachelor of Science -General, University of the West Indies Bachelor of Arts -Chemistry, Florida International University Master of Science -Science Education, Florida International University Doctorate in Education - Instructional Leadership, Nova Southeastern University Certifications/Endorsements: Administration and Supervision, Chemistry , Biology, School Principal, Educational Leadership
Performance Record	2013 – West Miami Middle School Grade -D Rdg. Proficiency, 42% Math Proficiency, 40% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 40 points Rdg. Imp. of Lowest 25%- 67 points Math Imp. of Lowest 25%- 75 points Rdg. AMO –54 Math AMO–52 2012 – West Miami Middle School Grade -C Rdg. Proficiency, 41% Math Proficiency, 42% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25%- 73 points Math Imp. of Lowest 25%- 68 points Rdg. AMO –50 Math AMO–45 2011 West Miami Middle School Grade - B Rdg. Proficiency, 61% Math Proficiency, 57% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25%- 74 points Math Imp. of Lowest 25%- 74 points Rdg. AMO – 50 Math AMO– 47 2010 West Miami Middle School Grade - B Rdg. Proficiency, 59% Math Proficiency, 57% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 66 points

Rdg. Imp. of Lowest 25%-71 points
Math Imp. of Lowest 25%-67 points
Rdg. AMO – 45
Math AMO– 42
2009 West Miami Middle School Grade - A
Rdg. Proficiency, 73%
Math Proficiency, 78%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 80 points
Rdg. Imp. of Lowest 25%- 76 points
Math Imp. of Lowest 25%- 88 points
Rdg. AMO –
Math AMO–

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
22

 # receiving effective rating or higher
22, 100%

 # Highly Qualified Teachers
50%

 # certified in-field
22, 100%

 # ESOL endorsed
5, 23%

 # reading endorsed
4, 18%

 # with advanced degrees
15, 68%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
7, 32%

 # with 15 or more years of experience
14, 64%

Education Paraprofessionals

# of paraprofessionals
36

 # Highly Qualified
31, 86%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

Teacher Recruitment and Retention Strategies

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

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

Recruitment Strategies:
At this time, there are no positions available; hence, there is no need for active recruitment.
Retention Strategies:
1. Principal collaborates with teachers during professional learning communities.
2. On-going professional development and sharing of best practices.
3. Development of a leadership pathway for teachers to become involved in the school improvement process.

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

Teachers work together in their content area professional learning communities. Course-alike teachers collaborate during common planning time and teachers are also supported by a literacy coach who demonstrates best practices regarding learning strategies for accessing complex text in each content area.

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 school's MTSS will ensure that individual student progress in both behavioral and academic areas supports effectiveness of core instruction. Student mastery of the Common Core States Standards will be assessed by district interims and monitored by the RtI team using the RtI problem solving process. Students will be assigned to the appropriate tier to receive intervention and/or enrichment opportunities. Placement will be communicated to the reading, science, and math literacy teams for implementation in the classroom setting. At the end of the year, the interim assessment trend data and all summative assessments (FCAT 2.0/EOC) will be used to examine the academic areas and grades for support focus in an effort to increase student proficiency.

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

Dr. Colleen Del Terzo - Principal
Ms. Gia Braynon - Counselor
Mr. Marc Rosenblatt - Reading/ESE Leader
Ms. Teresa Vigo - Language Arts Leader
Ms. Tashina Moore - Math/Science Leader
Ms. Judy Rodriguez - CTE/ESOL Leader
Principal: Duties include but are not limited to the following: ensure school's vision is emulated throughout the learning facility; utilize data-driven decision in establishing curricular needs; facilitate the MTSS/RtI process; ensure implementation of intervention support and documentation; ensure professional development supports the MTSS/RtI implementation; consistently communicate with students and parents in reference to students' progression. Provide workshops and support to ensure the implementation of Common Core State Standards.
Curriculum Leaders: Create the school's focus calendars; disaggregate data; conference with teachers about students on an individualized basis; keep abreast of existing literature on scientifically researched based curriculum/ behavior assessments and intervention approaches; communicate with Region and District personnel to identify appropriate evidence-based intervention strategies; provide early intervention; design and deliver professional development; provide overall support to instructional staff; ensure MTSS/RtI implementation.
Counselor: Provides individual student counseling and referral to appropriate agencies to address student issues; provides interventions to support the MTSS/RtI implementation; supports the child's academic, emotional, behavioral, and social development.

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

The Leadership Team will:
1. monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. monitor the fidelity of the delivery of instruction and intervention through on-going classroom walk-throughs.
3. provide levels of support and interventions to students based on data.
4. disaggregate data from baseline testing, monthly assessments and interim assessments.
5. meet with teachers for data chats in preparation for teachers to meet with students and parents.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS/RtI team will disaggregate data from baseline, monthly and interim tests, and review student case management forms. Quarterly, the MTSS/RtI team will meet and confer with teachers regarding student progress as indicated on baseline assessment, monthly assessments and interim assessments. Recommendations will be made to ensure student achievement is evident. Subsequent to these meetings teachers will meet with students and parents to set goals.

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

An implementation calendar for MTSS/RtI will be established for instructional staff to include the following pertinent components:
1. Professional development
2. Quarterly teacher data chats during professional learning communities
3. Monthly student/teacher data chats
4. Parent sessions to review program outcomes and student impact
5. Ongoing EESAC review sessions

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: Summer Program

Minutes added to school year: 0

In 2013-14, common-planning time was in-cooperated into the master schedule to facilitate professional learning community (PLC) teams for mathematics, science, language arts/reading, and CTE teachers. The PLC will allow teachers to collaborate, plan, and engage in professional development. Teachers will have the opportunity to present best practices in their content areas and to develop interdisciplinary, enrichment projects. As instructional delivery improves, learning time will increase as teacher will be teaching bell-to-bell.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Portfolio/student folder assessment will be conducted on a quarterly basis. Teachers will select at least three student folders (one from each course that they teach) for a review with the literacy leader and the administration. The analysis will involve a review of the students' work to evaluate the frequency of Level 1/2/3/4 activities based on Webb's Depth of Knowledge. A review of formative assessment data will identify areas of academic progress and deficiencies with the determination of the need to re-focus instruction.

Who is responsible for monitoring implementation of this strategy?

The administration and Literacy Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Del Terzo	Principal
Ms. Gia Braynon	Counselor
Mr. Marc Rosenblatt	Reading/ESE
Ms. Teresa Vigo	LA
Ms. Tashina Moore	Math
Ms. Judy Rodriguez	CTE/ESOL
Ms. Suzanne Turk	Media Specialist
Ms. Angelica Vinent	PD Liaison

How the school-based LLT functions

The Literacy Leadership Team is a viable component in developing pedagogy regarding literacy strategies in accessing complex text across the curriculum. The focus of the Literacy Team will be to ensure best practices and research-based strategies are implemented. Additionally, cross-curricular strategies will be facilitated through the professional learning communities. The Literacy Team will meet bi-weekly to discuss issues and concerns and to evaluate program effectiveness.

Major initiatives of the LLT

A major initiative of the LLT will be the implementation of learning strategies across the curriculum that support the transition to Common Core. These include, but are not limited to: using graphic organizers, analyzing word parts, ensuring exposure to domain-specific words across the curriculum, and teaching students how to access and comprehend texts written at a higher level of complexity. Additionally, teachers will attend professional development that supports a working knowledge of Common Core standards, and the integration of instructional technology in the classroom.

Every Teacher Contributes to Reading Instruction

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

In 2013-14, the Literacy Leadership Team developed a Literacy Across the Curriculum program in which each department selected at least 3 graphic organizers or visual teaching tools that are aligned to the Common Core State Standards' thinking processes (such as comparing/contrasting, classifying, sequencing, cause/effect and seeing relationships. In October 2013, all teachers will be trained by FDLRS on the use of these visual teaching tools. Students will increase their metacognitive process as the visual learning tools are utilized across the curriculum.

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

COPE Center North uses interdisciplinary project-based learning that incorporates real-world connections.
This method allows students to expand the skills they have acquired while providing relevancy to their future.

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

COPE Center North has an eight-period day. The eight-period day allows the students to take not only required courses, but also credit recovery courses, intensive math/reading courses, virtual school and career and technical educational courses. Courses are offered in the following four major areas of interests: (1) Fashion Design (2) Health (3) Business and (4) Administrative Support Technology. When students are registered they are asked to choose one of the majors that are offered. Students are then enrolled in courses in their major area of interest in addition to ensuring that they meet all other mandated high school requirements.

Strategies for improving student readiness for the public postsecondary level

The following strategies to improve student readiness for post-secondary level include financial aid workshops, tutorials for college entrance (ACT, SAT, PERT) exams, college tours, career evaluations and money matters workshops. The school will also provide opportunities for students to attend college fairs. Additionally, the partnerships with Miami Dade College and Florida Memorial University will continue and students will be mentored by providing assistance in their completion of college applications and helping them apply for scholarships. These strategies will improve academic achievement of graduates, but it will not be reflected in the High School Feedback Report since the students do not graduate from COPE but from their home schools.

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	22%	15%	No	30%
American Indian				
Asian				
Black/African American	23%	0%	No	31%
Hispanic		40%		
White				
English language learners				
Students with disabilities				
Economically disadvantaged	22%	15%	No	30%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		22%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		8%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

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)	*[data excluded for privacy reasons]*		37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%

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	14	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		0%	0%
Middle school performance on high school EOC and industry certifications		0%	0%

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	47%	24%	No	52%
American Indian				
Asian				
Black/African American	50%	24%	No	55%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	44%	26%	No	50%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		0%	0%
Students in lowest 25% making learning gains (EOC)		0%	0%

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.		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	33%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	2%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	25%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	2%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		19%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		7%

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)	2		4
Participation in STEM-related experiences provided for students	42	26%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	10		15
Students taking CTE-STEM industry certification exams	5	42%	52%
Passing rate (%) for students who take CTE-STEM industry certification exams		83%	93%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	105	70%	85%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	5	42%	52%
Passing rate (%) for students who take CTE industry certification exams		83%	93%
CTE program concentrators	10	83%	93%
CTE teachers holding appropriate industry certifications	1	33%	66%

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	93	62%	61%
Students in ninth grade with one or more absences within the first 20 days	14	9%	7%
Students in ninth grade who fail two or more courses in any subject	7	27%	26%
Students with grade point average less than 2.0	51	51%	50%
Students who fail to progress on-time to tenth grade	3	14%	13%
Students who receive two or more behavior referrals	144	98%	97%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	24	16%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	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)	0	0%	2%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	2%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	10%	12%

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

COPE CENTER NORTH IS A TITLE I SCHOOL

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%

G2. In 2013, 48% scored at Level 3.5 and above in FCAT 2.0 Writing,. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3.5 and above on the 2014 FCAT 2.0 Writing by 5 percentage points to 53%.

G3. In 2013, 24% of all students were proficient in FCAT 2.0 Mathematics. The goal for the 2013-2014 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Mathematics by 28 percentage point to 52%.

G4. In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .

G5. In 2013, 19% were proficient in Geometry EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Geometry EOC by 8 percentage points to 27% .

G6. In 2013, 17% were proficient in Biology I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Biology I EOC by 9 percentage points to 26% .

G7. In 2012- 2013, there was limited availability of STEM activities. The goal for 2013-2014 school year is to increase STEM related activities by offering science field trips and to create a school recycling program.

G8. For 2012- 2013, there was a limited number of students taking accelerated courses and CTE exams or becoming CTE concentrators. The goal for 2013-2104 is to increase number of CTE program concentrators by 10%.

G9. In 2013-14, the goal for U.S History is to institute regular common planning sessions for teachers to ensure that the curriculum is taught with fidelity and to provide PD in Social Studies - CCSS strategies for literacy, writing, and high order thinking.

G10. In 2012-2013, 97% received 2 or more behavior referrals, 62% missed 10% or more instructional time and 51% had GPAs less than 2.0. The goal for 2013-2014 is to reduced the high incidence of Early Warning signs to meet the 2014 Targets.

G11. In 2012-2013, there were no students who graduated in 4 years with their designated cohort. The goal for the 2013-14 school year is to decrease the student drop out rate by 2 percentage points to 2% and increase graduation rate from 0% to 2%.

Goals Detail

G1. In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%

Targets Supported

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

Resources Available to Support the Goal

- Jamestown Reader
- Reading Plus
- USA Today
- Thinking Maps
- Edge

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading, less than 5% Black and 15% economically disadvantaged students reached AMO. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).
- On the 2013 FCAT 2.0 Reading, 9% of all students made Level 3 and above. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).
- On the 2013 FCAT 2.0 Reading, 2% of all students made Level 4 and above. These students face the following barriers to maintaining or increasing reading achievement: analyzing the structure of literary text (Literary Analysis. Fiction/Non-Fiction)
- On the 2013 CELLA test for listening and speaking, 30% of ELL students were proficient. These students face the following barriers to proficiency in listening and speaking: limited conversational engagement with English speakers outside of school hours.
- On the 2013 CELLA test for reading, 10% of ELL students were proficient. These students face the following barriers to proficiency in reading: reading texts written at a higher level of complexity, and limited exposure to vocabulary (Informational Text/Vocabulary).
- On the 2013 CELLA test for writing, 10% of ELL students were proficient. These students face the following barriers to proficiency in writing: limited understanding of English sentence structure and vocabulary.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 FCAT 2.0 Reading & CELLA

G2. In 2013, 48% scored at Level 3.5 and above in FCAT 2.0 Writing,. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3.5 and above on the 2014 FCAT 2.0 Writing by 5 percentage points to 53%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Plus
- Essay Smart /McDougal Littell
- Journals

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writing, 48% scored at or above Level 3.5 on FCAT Writing. These students have difficulty applying the conventions of English consistently, producing coherent writing focused on achieving a purpose, and developing adequate support for an argument based on valid reasoning.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District pre-writing and mid-year prompts and Summative Assessments: 2014 FCAT 2.0 Writing.

G3. In 2013, 24% of all students were proficient in FCAT 2.0 Mathematics. The goal for the 2013-2014 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Mathematics by 28 percentage point to 52%.

Targets Supported

Resources Available to Support the Goal

- Gizmos
- Carnegie Learning
- Kahn Academy
- Thinking Maps

Targeted Barriers to Achieving the Goal

- In 2013, 24% Black and 26% economically disadvantaged students were proficient in FCAT 2.0 Mathematics. These students face the following barrier to maintaining or increasing mathematics achievement: Difficulty with the abstract nature of the Algebraic Thinking - expressions, equations, and functions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 FCAT 2.0

G4. In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Gizmos
- Carnegie Learning
- Kahn Academy
- Thinking Maps

Targeted Barriers to Achieving the Goal

- On the 2013 Algebra I EOC, 28% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.
- On the 2013 Algebra I EOC, there were no students scoring at Level 4 and above. The students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 Algebra I EOC

G5. In 2013, 19% were proficient in Geometry EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Geometry EOC by 8 percentage points to 27% .

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Gizmos
- Carnegie Learning
- Kahn Academy.
- Thinking Maps

Targeted Barriers to Achieving the Goal

- On the 2013 Geometry EOC, 19% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.
- On the 2013 Geometry EOC, there were no students scoring at Level 4 and above. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 Geometry EOC

G6. In 2013, 17% were proficient in Biology I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Biology I EOC by 9 percentage points to 26% .

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos
- Discovery Education
- Florida Achieve Focus

Targeted Barriers to Achieving the Goal

- On the Biology I EOC, 13% scored Level 3. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports.
- On the Biology I EOC, 4% scored Level 4 and above. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports and the lack of exposure to authentic laboratory investigations through experimentation, research, and information gathering.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 Biology I EOC

G7. In 2012- 2013, there was limited availability of STEM activities. The goal for 2013-2014 school year is to increase STEM related activities by offering science field trips and to create a school recycling program.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Fairchild Challenge
- Miami Dade College

Targeted Barriers to Achieving the Goal

- For 2012-2013, there were only two STEM related activities with only 26% student participation. The students face the following barriers: the limited opportunities available to participate in STEM programs during the school day and due to 100% transportation door-to-door for mother and child/children, before and after school programs are not feasible.
- For 2012-2013, there were no students enrolling and completing accelerated STEM courses, taking STEM AP examinations, and low student enrollment in CTE-STEM programs or few students elected to take the CTE examination. The students face the following barriers: due to the fact that all students are either pregnant or they are adolescent-teen mothers with up to three children, a majority have missed extended periods of middle and high school so that their primary effort is focused on credit recovery or taking additional credits to graduate with their cohort.

Plan to Monitor Progress Toward the Goal

Student/teacher voice protocol, field trip rosters, and a review of Subject Selection Sheets for count of students registering for CTE-STEM courses.

Person or Persons Responsible

Administror

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Analysis of student/teacher feedback of positive impact of field trip and course audits and tally of number of students selecting the allied health and nursing programs

G8. For 2012- 2013, there was a limited number of students taking accelerated courses and CTE exams or becoming CTE concentrators. The goal for 2013-2104 is to increase number of CTE program concentrators by 10%.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE teacher with industry certification in Nursing

Targeted Barriers to Achieving the Goal

- For 2012-2013, there was only a limited number of students enrolled the CTE Allied Health Program with the intention of achieving two or more certifications in this field. The students face the following barriers: due to lost academic instructional time stemming from teen pregnancy issues, the majority of students are missing high school credits and/or they have low academic achievement levels. Hence, they are primarily enrolled in credit recovery courses or remedial classes to allow them to graduate with their cohort group.

Plan to Monitor Progress Toward the Goal

Conduct a student/teacher voice protocol, review field trip rosters, and review of Subject Selection Sheets for count of students registering for CTE-STEM courses. Review master schedule enrollment in class and develop a recruitment process if enrollment is low.

Person or Persons Responsible

Administrator and Counselors

Target Dates or Schedule:

Fourth quarter

Evidence of Completion:

Total number of students enrolled in Allied Health and Nursing programs.

G9. In 2013-14, the goal for U.S History is to institute regular common planning sessions for teachers to ensure that the curriculum is taught with fidelity and to provide PD in Social Studies - CCSS strategies for literacy, writing, and high order thinking.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Discovery Education
- Microsoft Word
- Microsoft Word - Power Point

Targeted Barriers to Achieving the Goal

- In 2013, 15% of all students were proficient in FCAT 2.0 Reading. These students face the following barriers to achieving proficiency on the 2014 U.S. History EOC: Deficits in reading comprehension in the content area include the inability to order event sequences and to analyze cause and effect in history. In addition, identifying points of view texts and analyzing the validity and reliability of references for research are area of academic weaknesses.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, formative assessment data and district interim assessments will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: District Interims and Summative Assessments: 2014 U,S. History EOC

G10. In 2012-2013, 97% received 2 or more behavior referrals, 62% missed 10% or more instructional time and 51% had GPAs less than 2.0. The goal for 2013-2014 is to reduced the high incidence of Early Warning signs to meet the 2014 Targets.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- 7 Habits of Highly Effective Teens by Sean Covey

Targeted Barriers to Achieving the Goal

- In the 2012-2013, 62% of students missed 10% or more of instructional time. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with consistent attendance.
- In the 2012-2013, 51% of students had a grade point average of less than 2.0, and 0% of students graduated in 4 years. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with academic achievement.
- In the 2012-2013, 98% of students received more than 2 behavior referrals. The majority of students, being either pregnant or a new parent, struggle with social-emotional crises related to health, housing, transportation and social support that interfere with behavior.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, monitor the students' grades, attendance, and citizenship throughout each quarter and intervene with student and parent conferences to address student progress as needed.

Person or Persons Responsible

Student Services and Administrator

Target Dates or Schedule:

Quarterly

Evidence of Completion:

End of year reports for grade point average and graduation rate.

G11. In 2012-2013, there were no students who graduated in 4 years with their designated cohort. The goal for the 2013-14 school year is to decrease the student drop out rate by 2 percentage points to 2% and increase graduation rate from 0% to 2%.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- FLVS
- Computer Lab

Targeted Barriers to Achieving the Goal

- In the 2012-2013, 51% of students had a grade point average of less than 2.0, and 0% of students graduated in 4 years. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with academic achievement.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, student schedules, master schedule, and quarterly grade reports will be reviewed and remediation and individual student support will be adjusted as needed.

Person or Persons Responsible

Student Services and Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Certification of Attendance Reports/Student Grade Reports and Summative Assessments: End of Year Graduation Data

Action Plan for Improvement

Problem Solving Key

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

G1. In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%

G1.B1 On the 2013 FCAT 2.0 Reading, less than 5% Black and 15% economically disadvantaged students reached AMO. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS Trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B2 On the 2013 FCAT 2.0 Reading, 9% of all students made Level 3 and above. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B3 On the 2013 FCAT 2.0 Reading, 2% of all students made Level 4 and above. These students face the following barriers to maintaining or increasing reading achievement: analyzing the structure of literary text (Literary Analysis. Fiction/Non-Fiction)

G1.B3.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the methods of development and multiple patterns within a single passage, 2. Identify words and clue words that signal relationships, 3. Reduce textual information to key points to make comparisons across texts.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking. Students will use Thinking Maps to access literary texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) for comparing across genres, identifying author's purpose, and analyzing text structure.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student executed graphic organizers/Thinking Maps

Facilitator:

FDLRS Training

Participants:

Teacher

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B4 On the 2013 CELLA test for listening and speaking, 30% of ELL students were proficient. These students face the following barriers to proficiency in listening and speaking: limited conversational engagement with English speakers outside of school hours.

G1.B4.S1 Provide opportunities for students to practice the listening ans speaking so that they will be able to: 1. Listen to the reading of brief excerpts from texts and paraphrase what they heard, 2. Repeat phrases or new vocabulary through choral repetition, chants, songs, or speaking in groups, 3. Speak in English during brain-stroming, cooperative learning groups, and panel discussions/debates.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. They will foster listening and speaking by: restating complex sentences as a sequence of simple sentences, keeping her speaking brief but concise, use repetition and pattern drills for new vocabulary, and use cooperative learning groups to increase practice in speaking in English.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B5 On the 2013 CELLA test for reading, 10% of ELL students were proficient. These students face the following barriers to proficiency in reading: reading texts written at a higher level of complexity, and limited exposure to vocabulary (Informational Text/Vocabulary).

G1.B5.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) and deepen vocabulary understanding. (i.e. semantic mapping).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student executed graphic organizers/Thinking Maps

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G1.B6 On the 2013 CELLA test for writing, 10% of ELL students were proficient. These students face the following barriers to proficiency in writing: limited understanding of English sentence structure and vocabulary.

G1.B6.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Edit for correct spelling of high frequency and phonetically regular words, using a word bank and dictionary, 2. Review parts of speech, 3. Review writing samples to identify punctuation, subject/verb agreement errors.

Action Step 1

Teachers will provide explicit instructions regarding the writing process: pre-write, drafting, revising, editing for language conventions, and publishing and more practice to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to organize ideas, concepts, and information into broader categories to create a plan for writing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G2. In 2013, 48% scored at Level 3.5 and above in FCAT 2.0 Writing,. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3.5 and above on the 2014 FCAT 2.0 Writing by 5 percentage points to 53%.

G2.B1 On the 2013 FCAT 2.0 Writing, 48% scored at or above Level 3.5 on FCAT Writing. These students have difficulty applying the conventions of English consistently, producing coherent writing focused on achieving a purpose, and developing adequate support for an argument based on valid reasoning.

G2.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Make a plan for writing by using organizational strategies and tools, 2. Establish a logical organizational pattern with supporting details, 3. Revise and refine the draft for clarity and effectiveness, 4. Edit and correct the draft for standard language conventions, 5. Publish a final product.

Action Step 1

Teachers will provide model the writing process explicitly teach strategies to achieve the CCSS writing standards by executing the following: use journals, use mentor texts and anchor papers as models for effective writing, and provide opportunities to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to create a plan for writing, identify precise claims and create an organization that establishes clear relationships among claims.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainers

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G3. In 2013, 24% of all students were proficient in FCAT 2.0 Mathematics. The goal for the 2013-2014 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Mathematics by 28 percentage point to 52%.

G3.B1 In 2013, 24% Black and 26% economically disadvantaged students were proficient in FCAT 2.0 Mathematics. These students face the following barrier to maintaining or increasing mathematics achievement: Difficulty with the abstract nature of the Algebraic Thinking - expressions, equations, and functions.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities and Thinking Maps to develop meaning and conceptual understanding in the areas of expressions, equations, and functions.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to master mathematical concepts involving the skills of sequencing, identifying part to whole relationships, classifications and comparison/contrast.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G4. In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .

G4.B1 On the 2013 Algebra I EOC, 28% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS Trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G4.B2 On the 2013 Algebra I EOC, there were no students scoring at Level 4 and above. The students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials expressions when more than one method is required.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide enrichment through computer assisted instruction, Kahn Academy and Edgenuity 2020. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G5. In 2013, 19% were proficient in Geometry EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Geometry EOC by 8 percentage points to 27% .

G5.B1 On the 2013 Geometry EOC, 19% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS Trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G5.B2 On the 2013 Geometry EOC, there were no students scoring at Level 4 and above. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B2.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G6. In 2013, 17% were proficient in Biology I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Biology I EOC by 9 percentage points to 26% .

G6.B1 On the Biology I EOC, 13% scored Level 3. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports.

G6.B1.S1 Provide students opportunities to: 1. Identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms. 2. Identify scientific explanations of the origin of life. 3. Determine conditions required for natural selection, and analyze patterns of inheritance.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to increase their skills at describing, sequencing, comparing and classifying organisms and to write two formal laboratory reports quarterly using the claim, evidence, reasoning technique for the conclusion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G6.B2 On the Biology I EOC, 4% scored Level 4 and above. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports and the lack of exposure to authentic laboratory investigations through experimentation, research, and information gathering.

G6.B2.S1 Provide opportunities for students to: 1. Design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes. 2. Present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, information gathering and discussion. 3. Identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and promote the use of computer assisted instruction (CAI) (e.g. Gizmos, Discovery Education, Florida Achieve FOCUS) to enhance and expose students to research and experimental investigations.. Students will use Thinking Maps to increase their skills at describing, sequencing, comparing and classifying organisms and to write two formal laboratory reports quarterly using the claim, evidence, reasoning technique for the conclusion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, folders, CAI reports and computer lab schedules

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, CAI reports, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: CAI Reports, Quizzes/Tests and Interim Assessments

G7. In 2012- 2013, there was limited availability of STEM activities. The goal for 2013-2014 school year is to increase STEM related activities by offering science field trips and to create a school recycling program.

G7.B1 For 2012-2013, there were only two STEM related activities with only 26% student participation. The students face the following barriers: the limited opportunities available to participate in STEM programs during the school day and due to 100% transportation door-to-door for mother and child/children, before and after school programs are not feasible.

G7.B1.S1 Develop a school recycling program that will involve all students and staff. Students will science classes will develop a recycling campaign to educate the entire school on the advantages of recycling and how to recycle. A weekly program for collection of recycled materials will be implemented.

Action Step 1

Creation of recycle boxes for each office and classroom with weekly pick of recycled materials.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Volume of recycled materials collected each week.

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

Classroom walk through to locate recycling boxes and observe weekly collection process.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Filled recycle containers

Plan to Monitor Effectiveness of G7.B1.S1

Assessment of number of classrooms/offices participating in the recycling program.

Person or Persons Responsible

Adminsitrator

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in the weekly volume of recycled materials.

G7.B2 For 2012-2013, there were no students enrolling and completing accelerated STEM courses, taking STEM AP examinations, and low student enrollment in CTE-STEM programs or few students elected to take the CTE examination. The students face the following barriers: due to the fact that all students are either pregnant or they are adolescent-teen mothers with up to three children, a majority have missed extended periods of middle and high school so that their primary effort is focused on credit recovery or taking additional credits to graduate with their cohort.

G7.B2.S1 During subject selection, schedule the middle school and 9th grade students to audit the nursing program classes and arrange for visiting nurses to conduct career education assemblies that highlight the opportunities available for qualified individuals.

Action Step 1

Prior to subject selection, implement a schedule that will allow students to audit all CTE-STEM classes to learn about the advantages of the CTE certification, coordinate a Career Day, and in October 2013, provide a field trip to Miami Dade College to review their CTE program.

Person or Persons Responsible

Counselors

Target Dates or Schedule

First, Second and Third Quarter

Evidence of Completion

Sign-in sheets, Agenda and Field Trip Roster

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Agendas and attendance sheets for articulation and career day events and Field Trip Request Form

Person or Persons Responsible

Administrator

Target Dates or Schedule

Third quarter

Evidence of Completion

Number of students and community volunteers participating in events

Plan to Monitor Effectiveness of G7.B2.S1

Review of Subject Selection Sheets for count of students registering for CTE-STEM courses.

Person or Persons Responsible

Counselors and administrators

Target Dates or Schedule

Fourth quarter

Evidence of Completion

Tally of number of students selecting the allied health and nursing programs

G8. For 2012- 2013, there was a limited number of students taking accelerated courses and CTE exams or becoming CTE concentrators. The goal for 2013-2104 is to increase number of CTE program concentrators by 10%.

G8.B1 For 2012-2013, there was only a limited number of students enrolled the CTE Allied Health Program with the intention of achieving two or more certifications in this field. The students face the following barriers: due to lost academic instructional time stemming from teen pregnancy issues, the majority of students are missing high school credits and/or they have low academic achievement levels. Hence, they are primarily enrolled in credit recovery courses or remedial classes to allow them to graduate with their cohort group.

G8.B1.S1 During subject selection, organize for the middle school, 9th, and 10th grade students to audit the nursing program classes and arrange for visiting nurses to do career education assemblies to highlight the opportunities available for qualified individuals

Action Step 1

Prior to subject selection, implement a schedule that will allow students to audit all CTE-STEM classes to learn about the advantages of the CTE certification, coordinate a Career Day, and in October 2013, provide a field trip to Miami Dade College to review their CTE program.

Person or Persons Responsible

Counselors

Target Dates or Schedule

Third quarter

Evidence of Completion

Agendas and attendance sheets for events

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

Participation in articulation and career day

Person or Persons Responsible

Adminsitrator

Target Dates or Schedule

Third quarter

Evidence of Completion

Agendas and attendance sheets

Plan to Monitor Effectiveness of G8.B1.S1

Subject selection sheets

Person or Persons Responsible

Adminsitrator

Target Dates or Schedule

Fourth quarter

Evidence of Completion

Tally of students register for Nursing program.

G9. In 2013-14, the goal for U.S History is to institute regular common planning sessions for teachers to ensure that the curriculum is taught with fidelity and to provide PD in Social Studies - CCSS strategies for literacy, writing, and high order thinking.

G9.B1 In 2013, 15% of all students were proficient in FCAT 2.0 Reading. These students face the following barriers to achieving proficiency on the 2014 U.S. History EOC: Deficits in reading comprehension in the content area include the inability to order event sequences and to analyze cause and effect in history. In addition, identifying points of view texts and analyzing the validity and reliability of references for research are area of academic weaknesses.

G9.B1.S1 Provide opportunities for students to: 1. Master CCSS for literacy, writing, and speaking through U.S. History content. 2. Strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. 3. Examine opposing points of view on a variety of issues.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to increase skills in sequencing events in history and analyze cause and effect relationships and conduct research using both primary and secondary resources in order to make decisions about the reliability/validity of text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Facilitator:

FDLRS trainer

Participants:

Teachers

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

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walk-Throughs, Lesson Plans, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, bi-weekly assessment data will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Formative Assessments: Quizzes/Tests and Interim Assessments

G10. In 2012-2013, 97% received 2 or more behavior referrals, 62% missed 10% or more instructional time and 51% had GPAs less than 2.0. The goal for 2013-2014 is to reduced the high incidence of Early Warning signs to meet the 2014 Targets.

G10.B1 In the 2012-2013, 62% of students missed 10% or more of instructional time. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with consistent attendance.

G10.B1.S1 Create a mentorship program within which students experience a positive relationship with at least one significant adult who will be available to guide and support them through social and academic endeavors.

Action Step 1

Create a Mentorship Plan that assigns all support staff to at least 10 students. Mentors and students with children will bond during "Mommy and Me" sessions based on age appropriate educational activities. Pregnant students will bond with mentors during sessions relating to deliver and postpartum care.

Person or Persons Responsible

Student Services and administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Schedule of sessions, group list of mentor/students, session agenda, and sign-in sheets.

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

Following the FCIM model, monthly feedback from mentors and students will be reviewed and program and content of sessions will be adjusted as needed.

Person or Persons Responsible

Student Services and administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Observation and schedule of activities

Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, monthly attendance rate at the "Mommy and Me" and delivery sessionsawill be reviewed and instruction/content will be adjusted as needed.

Person or Persons Responsible

Student Services and administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets to measure increase in student attendance rate at monthly sessions

G10.B2 In the 2012-2013, 51% of students had a grade point average of less than 2.0, and 0% of students graduated in 4 years. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with academic achievement.

G10.B2.S1 Provide incentives program for attendance, behavior, and academic achievement

Action Step 1

The school will recognize students for making the honor roll, perfect attendance, and citizenship through the following: achievement certificates presented at honor roll assemblies, trophies for the end-of-year top awards, student-of-the month awards, citizenship awards, and attendance awards.

Person or Persons Responsible

Student Services and Administrator

Target Dates or Schedule

Quarterly

Evidence of Completion

District Reports for honor roll, attendance, and academic grades.

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

Following the FCIM model, review the monthly calendar for activities for assemblies to recognize honor roll, attendance, and citizenship and there will be adjustments to the schedule as needed.

Person or Persons Responsible

Student Services and Administrator

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas, honor roll reports, and lists of students receiving awards.

Plan to Monitor Effectiveness of G10.B2.S1

Following the FCIM model, review the monthly calendar for activities for assemblies to recognize honor roll, attendance, and citizenship and there will be adjustments to the schedule as needed.

Person or Persons Responsible

Student Services and Administrator

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in number of students receiving recognition for academics, attendance, and citizenship.Increase number of students honored during honor roll assembly for grades and academic improvement.

G10.B3 In the 2012-2013, 98% of students received more than 2 behavior referrals. The majority of students, being either pregnant or a new parent, struggle with social-emotional crises related to health, housing, transportation and social support that interfere with behavior.

G10.B3.S1 Create a mentorship program within which students experience a positive relationship with at least one significant adult who will be available to guide and support them through social and academic endeavors

Action Step 1

Mentorship program

Person or Persons Responsible

Student services and administrator

Target Dates or Schedule

Weekly

Evidence of Completion

List of mentees/mentors

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

Mentorship activities

Person or Persons Responsible

Student services and administrator

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Observation, conversation and scheduled activities

Plan to Monitor Effectiveness of G10.B3.S1

Behavior referrals

Person or Persons Responsible

Student services and administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in student referrals

G11. In 2012-2013, there were no students who graduated in 4 years with their designated cohort. The goal for the 2013-14 school year is to decrease the student drop out rate by 2 percentage points to 2% and increase graduation rate from 0% to 2%.

G11.B1 In the 2012-2013, 51% of students had a grade point average of less than 2.0, and 0% of students graduated in 4 years. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with academic achievement.

G11.B1.S1 Provide students with additional opportunities to make up missing credits and/or to take additional course to graduate with their cohort: 1. Offer FLVS courses 2. Offer remedial mathematics/ reading classes to ensure proficiency in required FCAT 2.0 assessments 3. Offer an 8-period schedule to additional periods for make-up classes

Action Step 1

The school provides an 8-period (4X4) block schedule to accommodate two additional classes for course/credit recovery. Students will be assigned to remedial classes in mathematics/reading/writing to assist them in passing EOC/FCAT 2.0/PERT.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Master schedule and student schedules

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

Following the FCIM model,quarterly reviews of student progress will be conducted and student schedules will be adjusted as needed.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Quarterly

Evidence of Completion

Change of student schedule request and master schedule

Plan to Monitor Effectiveness of G11.B1.S1

Following the FCIM model, quarterly review of students' report card to assess passing rate and additional remediation will be provided as needed.

Person or Persons Responsible

Student Services and Administrator

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Grade Report and Failure Report

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families by the school's social worker who schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual MDCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the school's social worker, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
1. training to certify qualified mentors for the New Teacher (MINT) Program
2. training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
1. professional development on best practices for ESOL and content area teachers
2 coaching and mentoring for ESOL and content area teachers(K-12)
3. reading and supplementary instructional materials(K-12)
Title X- Homeless
1. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
2. The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Adult Education

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

Career and Technical Education

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

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

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

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. In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%

G1.B1 On the 2013 FCAT 2.0 Reading, less than 5% Black and 15% economically disadvantaged students reached AMO. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Facilitator

FDLRS Trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G1.B2 On the 2013 FCAT 2.0 Reading, 9% of all students made Level 3 and above. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G1.B3 On the 2013 FCAT 2.0 Reading, 2% of all students made Level 4 and above. These students face the following barriers to maintaining or increasing reading achievement: analyzing the structure of literary text (Literary Analysis. Fiction/Non-Fiction)

G1.B3.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the methods of development and multiple patterns within a single passage, 2. Identify words and clue words that signal relationships, 3. Reduce textual information to key points to make comparisons across texts.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking. Students will use Thinking Maps to access literary texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) for comparing across genres, identifying author's purpose, and analyzing text structure.

Facilitator

FDLRS Training

Participants

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student executed graphic organizers/Thinking Maps

G1.B5 On the 2013 CELLA test for reading, 10% of ELL students were proficient. These students face the following barriers to proficiency in reading: reading texts written at a higher level of complexity, and limited exposure to vocabulary (Informational Text/Vocabulary).

G1.B5.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) and deepen vocabulary understanding. (i.e. semantic mapping).

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student executed graphic organizers/Thinking Maps

G1.B6 On the 2013 CELLA test for writing, 10% of ELL students were proficient. These students face the following barriers to proficiency in writing: limited understanding of English sentence structure and vocabulary.

G1.B6.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Edit for correct spelling of high frequency and phonetically regular words, using a word bank and dictionary, 2. Review parts of speech, 3. Review writing samples to identify punctuation, subject/verb agreement errors.

PD Opportunity 1

Teachers will provide explicit instructions regarding the writing process: pre-write, drafting, revising, editing for language conventions, and publishing and more practice to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to organize ideas, concepts, and information into broader categories to create a plan for writing.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G2. In 2013, 48% scored at Level 3.5 and above in FCAT 2.0 Writing,. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3.5 and above on the 2014 FCAT 2.0 Writing by 5 percentage points to 53%.

G2.B1 On the 2013 FCAT 2.0 Writing, 48% scored at or above Level 3.5 on FCAT Writing. These students have difficulty applying the conventions of English consistently, producing coherent writing focused on achieving a purpose, and developing adequate support for an argument based on valid reasoning.

G2.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Make a plan for writing by using organizational strategies and tools, 2. Establish a logical organizational pattern with supporting details, 3. Revise and refine the draft for clarity and effectiveness, 4. Edit and correct the draft for standard language conventions, 5. Publish a final product.

PD Opportunity 1

Teachers will provide model the writing process explicitly teach strategies to achieve the CCSS writing standards by executing the following: use journals, use mentor texts and anchor papers as models for effective writing, and provide opportunities to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to create a plan for writing, identify precise claims and create an organization that establishes clear relationships among claims.

Facilitator

FDLRS trainers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G3. In 2013, 24% of all students were proficient in FCAT 2.0 Mathematics. The goal for the 2013-2014 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Mathematics by 28 percentage point to 52%.

G3.B1 In 2013, 24% Black and 26% economically disadvantaged students were proficient in FCAT 2.0 Mathematics. These students face the following barrier to maintaining or increasing mathematics achievement: Difficulty with the abstract nature of the Algebraic Thinking - expressions, equations, and functions.

G3.B1.S1 Provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities and Thinking Maps to develop meaning and conceptual understanding in the areas of expressions, equations, and functions.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to master mathematical concepts involving the skills of sequencing, identifying part to whole relationships, classifications and comparison/contrast.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G4. In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .

G4.B1 On the 2013 Algebra I EOC, 28% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Facilitator

FDLRS Trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G4.B2 On the 2013 Algebra I EOC, there were no students scoring at Level 4 and above. The students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials expressions when more than one method is required.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide enrichment through computer assisted instruction, Kahn Academy and Edgenuity 2020. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G5. In 2013, 19% were proficient in Geometry EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Geometry EOC by 8 percentage points to 27% .

G5.B1 On the 2013 Geometry EOC, 19% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Facilitator

FDLRS Trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G5.B2 On the 2013 Geometry EOC, there were no students scoring at Level 4 and above. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G6. In 2013, 17% were proficient in Biology I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Biology I EOC by 9 percentage points to 26% .

G6.B1 On the Biology I EOC, 13% scored Level 3. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports.

G6.B1.S1 Provide students opportunities to: 1. Identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms. 2. Identify scientific explanations of the origin of life. 3. Determine conditions required for natural selection, and analyze patterns of inheritance.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to increase their skills at describing, sequencing, comparing and classifying organisms and to write two formal laboratory reports quarterly using the claim, evidence, reasoning technique for the conclusion.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

G6.B2 On the Biology I EOC, 4% scored Level 4 and above. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports and the lack of exposure to authentic laboratory investigations through experimentation, research, and information gathering.

G6.B2.S1 Provide opportunities for students to: 1. Design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes. 2. Present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, information gathering and discussion. 3. Identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and promote the use of computer assisted instruction (CAI) (e.g. Gizmos, Discovery Education, Florida Achieve FOCUS) to enhance and expose students to research and experimental investigations.. Students will use Thinking Maps to increase their skills at describing, sequencing, comparing and classifying organisms and to write two formal laboratory reports quarterly using the claim, evidence, reasoning technique for the conclusion.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, folders, CAI reports and computer lab schedules

G9. In 2013-14, the goal for U.S History is to institute regular common planning sessions for teachers to ensure that the curriculum is taught with fidelity and to provide PD in Social Studies - CCSS strategies for literacy, writing, and high order thinking.

G9.B1 In 2013, 15% of all students were proficient in FCAT 2.0 Reading. These students face the following barriers to achieving proficiency on the 2014 U.S. History EOC: Deficits in reading comprehension in the content area include the inability to order event sequences and to analyze cause and effect in history. In addition, identifying points of view texts and analyzing the validity and reliability of references for research are area of academic weaknesses.

G9.B1.S1 Provide opportunities for students to: 1. Master CCSS for literacy, writing, and speaking through U.S. History content. 2. Strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. 3. Examine opposing points of view on a variety of issues.

PD Opportunity 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to increase skills in sequencing events in history and analyze cause and effect relationships and conduct research using both primary and secondary resources in order to make decisions about the reliability/validity of text.

Facilitator

FDLRS trainer

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples and folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%	$5,250
G4.	In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .	$12,000
G7.	In 2012- 2013, there was limited availability of STEM activities. The goal for 2013-2014 school year is to increase STEM related activities by offering science field trips and to create a school recycling program.	$200
G10.	In 2012-2013, 97% received 2 or more behavior referrals, 62% missed 10% or more instructional time and 51% had GPAs less than 2.0. The goal for 2013-2014 is to reduced the high incidence of Early Warning signs to meet the 2014 Targets.	$1,000
	Total	$18,450

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Evidence-Based Materials	Other	Total
FDLRS	$5,250	$0	$0	$0	$5,250
Title I	$0	$12,000	$0	$0	$12,000
School funding	$0	$0	$0	$200	$200
EESAC	$0	$0	$0	$1,000	$1,000
Total	$5,250	$12,000	$0	$1,200	$18,450

Budget Details

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

G1. In 2013, 15% of all students were proficient in FCAT 2.0 Reading. The goal for the 2013-14 school year is to increase the number of all students scoring Level 3 and above on the 2014 FCAT 2.0 Reading by 15 percentage points to 30%

G1.B1 On the 2013 FCAT 2.0 Reading, less than 5% Black and 15% economically disadvantaged students reached AMO. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$5,250

G1.B2 On the 2013 FCAT 2.0 Reading, 9% of all students made Level 3 and above. These students face the following barriers to maintaining or increasing reading achievement: difficulty reading texts written at a higher level of complexity, and limited exposure to research processes (Informational Text / Research Process).

G1.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast)

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G1.B3 On the 2013 FCAT 2.0 Reading, 2% of all students made Level 4 and above. These students face the following barriers to maintaining or increasing reading achievement: analyzing the structure of literary text (Literary Analysis. Fiction/Non-Fiction)

G1.B3.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the methods of development and multiple patterns within a single passage, 2. Identify words and clue words that signal relationships, 3. Reduce textual information to key points to make comparisons across texts.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking. Students will use Thinking Maps to access literary texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) for comparing across genres, identifying author's purpose, and analyzing text structure.

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G1.B5 On the 2013 CELLA test for reading, 10% of ELL students were proficient. These students face the following barriers to proficiency in reading: reading texts written at a higher level of complexity, and limited exposure to vocabulary (Informational Text/Vocabulary).

G1.B5.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Locate and verify details, critically analyzing text, and synthesizing details to draw correct conclusions, 2. Explore shades of meaning to better identify nuances, 3. Build stronger arguments to support their answers.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and more practice with methods of development and understanding the term supporting details in performance tasks. Students will use Thinking Maps to access complex texts (i.e. sequencing, classification, cause and effect, and comparison/contrast) and deepen vocabulary understanding. (i.e. semantic mapping).

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G1.B6 On the 2013 CELLA test for writing, 10% of ELL students were proficient. These students face the following barriers to proficiency in writing: limited understanding of English sentence structure and vocabulary.

G1.B6.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Edit for correct spelling of high frequency and phonetically regular words, using a word bank and dictionary, 2. Review parts of speech, 3. Review writing samples to identify punctuation, subject/verb agreement errors.

Action Step 1

Teachers will provide explicit instructions regarding the writing process: pre-write, drafting, revising, editing for language conventions, and publishing and more practice to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to organize ideas, concepts, and information into broader categories to create a plan for writing.

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G2. In 2013, 48% scored at Level 3.5 and above in FCAT 2.0 Writing,. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3.5 and above on the 2014 FCAT 2.0 Writing by 5 percentage points to 53%.

G2.B1 On the 2013 FCAT 2.0 Writing, 48% scored at or above Level 3.5 on FCAT Writing. These students have difficulty applying the conventions of English consistently, producing coherent writing focused on achieving a purpose, and developing adequate support for an argument based on valid reasoning.

G2.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Make a plan for writing by using organizational strategies and tools, 2. Establish a logical organizational pattern with supporting details, 3. Revise and refine the draft for clarity and effectiveness, 4. Edit and correct the draft for standard language conventions, 5. Publish a final product.

Action Step 1

Teachers will provide model the writing process explicitly teach strategies to achieve the CCSS writing standards by executing the following: use journals, use mentor texts and anchor papers as models for effective writing, and provide opportunities to write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Students will use Thinking Maps to create a plan for writing, identify precise claims and create an organization that establishes clear relationships among claims.

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G4. In 2013, 28% were proficient in Algebra I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Algebra I EOC by 7 percentage points to 35% .

G4.B1 On the 2013 Algebra I EOC, 28% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Resource Type

Technology

Resource

Computers

Funding Source

Title I

Amount Needed

$12,000

G4.B2 On the 2013 Algebra I EOC, there were no students scoring at Level 4 and above. The students face the following barrier to maintaining or increasing mathematics achievement: difficulty in finding solutions to longer, more complex polynomial problems. Additionally, students struggle with sorting through the visual layout and procedures for solving polynomials.

G4.B2.S1 Provide opportunities for students to practice the content so they will be able to: 1. Apply the laws of exponents to simplify monomial expressions with integral exponents 2. Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts/ 3. Completely factor polynomials expressions when more than one method is required.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide enrichment through computer assisted instruction, Kahn Academy and Edgenuity 2020. Students will use Thinking Maps to find the patterns, to write the rule, and to determine the functions for a given sequence of numbers.

Resource Type

Technology

Resource

Computers

Funding Source

Title I

Amount Needed

$0

G5. In 2013, 19% were proficient in Geometry EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Geometry EOC by 8 percentage points to 27% .

G5.B1 On the 2013 Geometry EOC, 19% scored Level 3. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B1.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G5.B2 On the 2013 Geometry EOC, there were no students scoring at Level 4 and above. These students face the following barrier to maintaining or increasing mathematics achievement: in the area of Two-Dimensional Geometry, students' verbal and written skills are limited and interfere with the process of solving problems and making mathematical connections.

G5.B2.S1 Provide opportunities for students to practice the content so that they will be able to: 1. Identify the converse, inverse, or contra-positive of a given statement 2. Determine whether two propositions are logically equivalent in mathematical or real-world contexts. 3. Solve problems using the trigonometric ratios of sine, cosine, or tangent to determine side length or angle measures.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and provide students with more practice involving problem-solving strategies that involve real-world applications. Students will use Thinking Maps to develop critical thinking and reasoning procedures to work toward a solution and use computer assisted instruction - Gizmos to experience a wide range of problem types.

Resource Type

Evidence-Based Materials

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G6. In 2013, 17% were proficient in Biology I EOC. The goal for the 2013-2014 school year is to increase the number of students scoring Level 3 or above on the 2014 Biology I EOC by 9 percentage points to 26% .

G6.B2 On the Biology I EOC, 4% scored Level 4 and above. These students face the following barrier to maintaining or increasing Biology achievement: in Classification, Heredity and Evolution, students struggle to understand complex concepts and processes involving heredity and evolution, to describe, classify, and compare living things, and also to write formal laboratory reports and the lack of exposure to authentic laboratory investigations through experimentation, research, and information gathering.

G6.B2.S1 Provide opportunities for students to: 1. Design, create, and present representations and models of natural or man-made phenomena to describe, interpret, and/or predict scientific concepts and processes. 2. Present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, information gathering and discussion. 3. Identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills and promote the use of computer assisted instruction (CAI) (e.g. Gizmos, Discovery Education, Florida Achieve FOCUS) to enhance and expose students to research and experimental investigations.. Students will use Thinking Maps to increase their skills at describing, sequencing, comparing and classifying organisms and to write two formal laboratory reports quarterly using the claim, evidence, reasoning technique for the conclusion.

Resource Type

Technology

Resource

Community-based support MDC

Funding Source

Title I

Amount Needed

$0

G7. In 2012- 2013, there was limited availability of STEM activities. The goal for 2013-2014 school year is to increase STEM related activities by offering science field trips and to create a school recycling program.

G7.B2 For 2012-2013, there were no students enrolling and completing accelerated STEM courses, taking STEM AP examinations, and low student enrollment in CTE-STEM programs or few students elected to take the CTE examination. The students face the following barriers: due to the fact that all students are either pregnant or they are adolescent-teen mothers with up to three children, a majority have missed extended periods of middle and high school so that their primary effort is focused on credit recovery or taking additional credits to graduate with their cohort.

G7.B2.S1 During subject selection, schedule the middle school and 9th grade students to audit the nursing program classes and arrange for visiting nurses to conduct career education assemblies that highlight the opportunities available for qualified individuals.

Action Step 1

Prior to subject selection, implement a schedule that will allow students to audit all CTE-STEM classes to learn about the advantages of the CTE certification, coordinate a Career Day, and in October 2013, provide a field trip to Miami Dade College to review their CTE program.

Resource Type

Other

Resource

Community Support - Trip to Miami Dade College

Funding Source

School funding

Amount Needed

$200

G9. In 2013-14, the goal for U.S History is to institute regular common planning sessions for teachers to ensure that the curriculum is taught with fidelity and to provide PD in Social Studies - CCSS strategies for literacy, writing, and high order thinking.

G9.B1 In 2013, 15% of all students were proficient in FCAT 2.0 Reading. These students face the following barriers to achieving proficiency on the 2014 U.S. History EOC: Deficits in reading comprehension in the content area include the inability to order event sequences and to analyze cause and effect in history. In addition, identifying points of view texts and analyzing the validity and reliability of references for research are area of academic weaknesses.

G9.B1.S1 Provide opportunities for students to: 1. Master CCSS for literacy, writing, and speaking through U.S. History content. 2. Strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations. 3. Examine opposing points of view on a variety of issues.

Action Step 1

Teachers will provide explicit instructions regarding CCSS thinking and communicating skills. Students will use Thinking Maps to increase skills in sequencing events in history and analyze cause and effect relationships and conduct research using both primary and secondary resources in order to make decisions about the reliability/validity of text.

Resource Type

Evidence-Based Program

Resource

Thinking Maps training manuals and substitutes

Funding Source

FDLRS

Amount Needed

$0

G10. In 2012-2013, 97% received 2 or more behavior referrals, 62% missed 10% or more instructional time and 51% had GPAs less than 2.0. The goal for 2013-2014 is to reduced the high incidence of Early Warning signs to meet the 2014 Targets.

G10.B2 In the 2012-2013, 51% of students had a grade point average of less than 2.0, and 0% of students graduated in 4 years. The majority of students, being either pregnant or a new parent, struggle with crises related to health, housing, transportation and social support that interfere with academic achievement.

G10.B2.S1 Provide incentives program for attendance, behavior, and academic achievement

Action Step 1

The school will recognize students for making the honor roll, perfect attendance, and citizenship through the following: achievement certificates presented at honor roll assemblies, trophies for the end-of-year top awards, student-of-the month awards, citizenship awards, and attendance awards.

Resource Type

Other

Resource

Award recgonition assemblies

Funding Source

EESAC

Amount Needed

$1,000