

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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G. Holmes Braddock Senior High

3601 SW 147TH AVE

Miami, FL 33185

305-225-9729

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

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
96%

## School Grades History

**2013-14**  
B

**2012-13**  
A

**2011-12**  
B

**2010-11**  
A

## 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

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

G. Holmes Braddock Senior High

##### Principal

Manuel S. Garcia

##### School Advisory Council chair

Ron Ferguson

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

Name	Title
Alan Soriano	Assistant Principal
Leonor Ravelo	Assistant Principal
David Brooks	Assistant Principal
Mayra Raya-Hernandez	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The committee is composed of the principal, teachers, education support employees, students, parents, and business/community representatives. Current membership is reflective of the ethnic, racial, linguistic, disabled and economic community served by the school. 47% of the members are employed by the School Board of Miami-Dade County Public Schools. 53% of the membership comes from the school's community and are not employees of the School Board.

Manuel S. Garcia, Principal

Alexander Hernandez, UTD Steward

George Ferguson, Teacher and EESAC Chairperson

Emily Wilcock, Teacher

Jesus Llano, Teacher

Mary Milan, Teacher

Katherine Rodriguez, Teacher

Katia Garcia , Alternate Teacher

Martha De La Tejera, Educational Support Employee

Ana Lastres Alternate Educational Support Employee  
 Tania Aguilar, Parent  
 Ana Suastegui, Parent  
 Elena Ruiz, Parent  
 Maria Parla, Parent  
 Elizabeth Aquino, Alternate Parent  
 Emily Cruz, Student  
 Estrella Baldomero, Student  
 Jasmine Perez, Alternate Student  
 Sue Giorgi, Business Community Representative  
 Jorge Rodriguez, Business Community Representative  
 Jorge Milian, Business Community Representative

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

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

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

The EESAC will continue to focus on an educational plan to assist the school with the development of School Improvement Plans to ensure compliance with the Florida Department of Education and federal legislation.

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

School improvement funds will be utilized to assist in several different areas to ensure the goals set forth in the SIP are gained. Approximately \$5.00 per FTE or \$16,000 is allocated.

Projected breakdown of funds allocations:

SAT/ACT Prep – \$1,500; Peers-for-Peers – \$1,500; Life's Lessons – \$1,500; Magnet – \$3,000; Activities – \$3,000; Media Center – \$3,000; Response to Intervention – \$1,000

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

In Compliance

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

N/A

## **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**

6

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

(not entered because basis is < 10)

#### **Administrator Information:**

**Manuel S. Garcia**

Principal

Years as Administrator: 11

Years at Current School: 16

**Credentials**

Educational Leadership

- Social Sciences
- AA – Miami Dade
- BS - FIU
- MS – Nova Southeastern

**Performance Record**

2013 – I

READ Proficiency, 57%

ALG I Proficiency, 55%

GEO Proficiency 51%

Rdg. Lrg. Gains, X

Math Lrg. Gains, X

Rdg. Imp. of Lowest 25% - X

Math Imp. of Lowest 25% - X

Rdg. AMO – 64

Math AMO– 53

2012 – B

READ Satisfactory or Higher, 51%

MATH Satisfactory or Higher, 50%

Rdg. Lrg. Gains, 66 Pts.

Math Lrg. Gains, 52 Pts

READ Gains Lowest 25 - 72%

MATH Gains of Lowest 25 - 62%

Rdg. AMO – 60

Math AMO– 48

2011 – A

READ. Proficiency, 49%

MATH Proficiency 76%

Rdg. Lrg. Gains, 51%

Math Lrg. Gains, 74%

Rdg. Imp. of Lowest 25 - 51%

Math Imp. of Lowest 25 - 61%

AYP, 79%

Rdg. AMO – 56

Math AMO– 42

2010 – C

READ. Proficiency, 48%

MATH Proficiency, 79%

Rdg. Lrg. Gains, 51%

Math Lrg. Gains, 80%



**Mayra Raya-Hernandez**

Asst Principal

Years as Administrator: 5

Years at Current School: 1

**Credentials**

BS- Specific Learning Disabilities, Florida International University, 1998  
 MS- Special Education, Florida International Universities, 2003  
 Ed.S.- Educational Leadership, NOVA Southeastern University, 2006  
 Certifications/ Endorsements: Specific Learning Disabilities, Educational Leadership

**Performance Record**

2013 – I  
 READ. Proficiency, 54%  
 MATH Proficiency, 62%  
 Rdg. Lrg. Gains, 64%  
 Math Lrg. Gains, 67%  
 Rdg. Imp. of Lowest 25% - 67%  
 Math Imp. of Lowest 25% - 52%  
 2012 – A  
 READ. Proficiency, 59%  
 MATH Proficiency, 60%  
 Rdg. Lrg. Gains, 65%  
 Math Lrg. Gains, 50%  
 Rdg. Imp. of Lowest 25 – 62%  
 Math Imp. of Lowest 25 – 40%  
 2011 – C  
 READ. Proficiency, 54%  
 MATH Proficiency, 80%  
 Rdg. Lrg. Gains, 50%  
 Math Lrg. Gains, 79%  
 Rdg. Imp. of Lowest 25% - 46%  
 Math Imp. of Lowest 25% - 69%  
 2010 – B  
 READ. Proficiency, 54%  
 MATH Proficiency, 81%  
 Rdg. Lrg. Gains, 57%  
 Math Lrg. Gains, 78%  
 Rdg. Imp. of Lowest 25% - 47%  
 Math Imp. of Lowest 25% - 61%  
 2009 – A  
 READ. Proficiency, 48%  
 MATH Proficiency, 79%  
 Rdg. Lrg. Gains, 57%  
 Math Lrg. Gains, 78%  
 Rdg. Imp. of Lowest 25% - 56%  
 Math Imp. of Lowest 25% - 70%  
 Rdg. Imp. of Lowest 25% - X  
 Math Imp. of Lowest 25% - X  
 AYP, 72%  
 Rdg. AMO – 52

Math AMO– 37  
2009 – C  
READ. Proficiency, 47%  
MATH Proficiency, 76%  
Rdg. Lrg. Gains, 53%  
Math Lrg. Gains, 76%  
Rdg. Imp. of Lowest 25% - X  
Math Imp. of Lowest 25% - X  
AYP, 78%

**Leonor Ravelo**

Asst Principal

Years as Administrator: 12

Years at Current School: 4

**Credentials**

MS – Educational Leadership  
 • BA - Business Administration  
 • French  
 • Spanish

**Performance Record**

2013 – I  
 READ Proficiency, 57%  
 ALG I Proficiency, 55%  
 GEO Proficiency 51%  
 Rdg. Lrg. Gains, X  
 Math Lrg. Gains, X  
 Rdg. Imp. of Lowest 25% - X  
 Math Imp. of Lowest 25% - X  
 Rdg. AMO – 64  
 Math AMO– 53  
 2012 – B  
 READ Satisfactory or Higher, 51%  
 MATH Satisfactory or Higher, 50%  
 Rdg. Lrg. Gains, 66 Pts.  
 Math Lrg. Gains, 52 Pts  
 READ Gains Lowest 25 - 72%  
 MATH Gains of Lowest 25 - 62%  
 Rdg. AMO – 60  
 Math AMO– 48  
 2011 – A  
 READ. Proficiency, 49%  
 MATH Proficiency 76%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 74%  
 Rdg. Imp. of Lowest 25 - 51%  
 Math Imp. of Lowest 25 - 61%  
 AYP, 79%  
 Rdg. AMO – 56  
 Math AMO– 42  
 2010 – C  
 READ. Proficiency, 48%  
 MATH Proficiency, 79%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 80%  
 Rdg. Imp. of Lowest 25 - 44%  
 Math Imp. of Lowest 25 - 71%  
 AYP, 72%  
 Rdg. AMO – 52  
 Math AMO– 37  
 2009 – B  
 READ. Proficiency, 48%  
 MATH Proficiency, 78%  
 Rdg. Lrg. Gains, 53%

Math Lrg. Gains, 77%  
Rdg. Imp. of Lowest 48% - X  
Math Imp. of Lowest 60% - X  
AYP, 79%

**David Brooks**

Asst Principal

Years as Administrator: 14

Years at Current School: 3

**Credentials**

- Ed.D. – Education – (Organizational Leadership) NSU
- MSc. – Specific Learning Disabilities (ESE) NSU
  - B.A. - Political Science/ Economics York University, Toronto Canada
  - Certification – Educational Leadership FIU

**Performance Record**

2013 – I  
 READ Proficiency, 57%  
 ALG I Proficiency, 55%  
 GEO Proficiency 51%  
 Rdg. Lrg. Gains, X  
 Math Lrg. Gains, X  
 Rdg. Imp. of Lowest 25% - X  
 Math Imp. of Lowest 25% - X  
 Rdg. AMO – 64  
 Math AMO– 53

2012 – B  
 READ Satisfactory or Higher, 51%  
 MATH Satisfactory or Higher, 50%  
 Rdg. Lrg. Gains, 66 Pts.  
 Math Lrg. Gains, 52 Pts  
 READ Gains Lowest 25 - 72%  
 MATH Gains of Lowest 25 - 62%  
 Rdg. AMO – 60  
 Math AMO– 48

2011 – A  
 READ. Proficiency, 49%  
 MATH Proficiency 76%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 74%  
 Rdg. Imp. of Lowest 25 - 51%  
 Math Imp. of Lowest 25 - 61%  
 AYP, 79%  
 Rdg. AMO – 56  
 Math AMO– 42

2010 – UNGRADED  
 READ. Proficiency, X%  
 MATH Proficiency, X%  
 Rdg. Lrg. Gains, X%  
 Math Lrg. Gains, X%  
 Rdg. Imp. of Lowest 25% - X  
 Math Imp. of Lowest 25% - X  
 AYP, X%  
 Rdg. AMO – X  
 Math AMO– X

2009 – UNGRADED  
 READ. Proficiency, X%  
 MATH Proficiency, X%

Rdg. Lrg. Gains, X%  
Math Lrg. Gains, X%  
Rdg. Imp. of Lowest 25% - X  
Math Imp. of Lowest 25% - X  
AYP, X%  
Rdg. AMO – X  
Math AMO– X

**Alan Soriano**

Asst Principal

Years as Administrator: 7

Years at Current School: 4

**Credentials**

BS – English Education, FIU  
 • MS – Educational Leadership, FIU

**Performance Record**

2013 – I  
 READ Proficiency, 57%  
 ALG I Proficiency, 55%  
 GEO Proficiency 51%  
 Rdg. Lrg. Gains, X  
 Math Lrg. Gains, X  
 Rdg. Imp. of Lowest 25% - X  
 Math Imp. of Lowest 25% - X  
 Rdg. AMO – 64  
 Math AMO– 53  
 2012 – B  
 READ Satisfactory or Higher, 51%  
 MATH Satisfactory or Higher, 50%  
 Rdg. Lrg. Gains, 66 Pts.  
 Math Lrg. Gains, 52 Pts  
 READ Gains Lowest 25 - 72%  
 MATH Gains of Lowest 25 - 62%  
 Rdg. AMO – 60  
 Math AMO– 48  
 2011 – A  
 READ. Proficiency, 49%  
 MATH Proficiency 76%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 74%  
 Rdg. Imp. of Lowest 25 - 51%  
 Math Imp. of Lowest 25 - 61%  
 AYP, 79%  
 Rdg. AMO – 56  
 Math AMO– 42  
 2010 – C  
 READ. Proficiency, 48%  
 MATH Proficiency, 79%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 80%  
 Rdg. Imp. of Lowest 25 - 44%  
 Math Imp. of Lowest 25 - 71%  
 AYP, 72%  
 Rdg. AMO – 52  
 Math AMO– 37  
 2009 – C  
 READ. Proficiency, 45%  
 MATH Proficiency, 77%  
 Rdg. Lrg. Gains, 51%  
 Math Lrg. Gains, 75%  
 Rdg. Imp. of Lowest 46% - X

Math Imp. of Lowest 68% - X  
 AYP, 85%

### Instructional Coaches

# of instructional coaches

# receiving effective rating or higher

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

166

# receiving effective rating or higher

165, 99%

# Highly Qualified Teachers

63%

# certified in-field

162, 98%

# ESOL endorsed

32, 19%

# reading endorsed

13, 8%

# with advanced degrees

82, 49%

# National Board Certified

11, 7%

# first-year teachers

2, 1%

# with 1-5 years of experience

7, 4%

# with 6-14 years of experience

69, 42%



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

88, 53%

**Education Paraprofessionals****# of paraprofessionals**

22

**# Highly Qualified**

22, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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**

To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following certification areas: Middle Grades English (grades 5-9)

- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary Education (grades 1-6)
- Exceptional Student Education (ESE) K-12

**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 with 1-3 years of teaching experience are paired with M. I. N. T. mentors who teach in the same subject matter or discipline. Mentors provide year round support.

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

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

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

The MTSS/RtI Leadership Team is an extension of the school's leadership team. The MTSS/RtI Leadership Team assists in gathering data and decision making with the School Improvement Plan (SIP). The team will meet on a bi-weekly basis to identify/discuss pertinent data and effective instructional strategies. The team will meet to identify professional development and resources necessary to meet student needs.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

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

- Manuel S. Garcia, Principal
- Alan Soriano, Assistant Principal for Curriculum
- David Brooks, Assistant Principal
- Carmen Molina-Churchman, Student Services Chairperson
- Roxanne Zwelling, Special Education Department Chairperson
- Sylvia Velazquez, English Language Learners Department Chairperson
- America Rivera, Math Department Chairperson
- Casandra Lacayo, English Department Chairperson
- Sebastian Verger, Social Studies Department Chairperson
- Jesus Llano, Science Department Chairperson
- Yvette Carrion, Reading Department Chair

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

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students

- adjust the delivery of behavior management system
  - adjust the allocation of school-based resources
  - drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys

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

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students**Minutes added to school year:** 60

Students will participate in afterschool and Saturday tutoring, as well as the push-in and pull-out models in the areas of Reading and Math to ensure academic success. Teachers will be provided with the opportunity to collaborate with peers and attend professional development activities that will strengthen their teaching.

**Strategy Purpose(s)**

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

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

FCAT and EOC data will be collected for all students who participate in pull-in, pull-out, and tutoring programs.

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

Leadership Team

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

<b>Name</b>	<b>Title</b>
Manuel Garcia	Principal
Alan Soriano	Assistant Principal for Curriculum
Yvette Carrion	Reading Department Chair
Gisselle Gonzalez	Media Specialist
Jack Mezzano	Fine Arts Department Chair
Peter Clouet	Technical Arts Department Chair
Jesus Llano	Science Department Chair
Sebastian Verger	Social Studies Department Chair
Ana Perez	Business Technology Department Chair
Casandra Lacayo	Language Arts Department Chair
Ileanna Llapur	Foreign Languages Department Chair
Mary Monaco	Advanced Academics Department Chair
Carmen Molina-Churchman	Student Services Department Chair
America Rivera	Mathematics Department Chair
Frank Rojas	Physical Education Department Chair
Sylvia Velazquez	ELL Department Chair
Roxanne Zwelling	SPED Department Chair

Name	Title
Katherine Rodriguez	Testing Department Chair

### **How the school-based LLT functions**

At the initial meeting, a literacy concern is identified and an action plan for the school year is created to address this area of concern. Once a month the LLT meets to discuss and analyze the action plan's progress. In addition, other literacy initiatives/incentives are continuously conducted throughout the school year.

### **Major initiatives of the LLT**

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. This school year's major initiative is to promote a school-wide vocabulary plan to enhance students' vocabulary. Furthermore, the LLT will address student motivation by promoting literacy incentives. For example, students will be encouraged to use Reading Plus during the summer and they will be rewarded with a field trip when they return in the Fall. Finally, the LLT will also conduct various events to promote literacy throughout the school year, such as the Black History Read-In.

## **Every Teacher Contributes to Reading Instruction**

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

The Common Core Task Force is in charge of ensuring that every teacher in every department is infusing Common Core Literacy Standards in their classes. Professional Development has been provided and will be an on-going project that the Common Core task force will oversee and facilitate in order to provide our teachers with the best practices associated with the common core standards.

## **College and Career Readiness**

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

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

The Student Services Department has developed numerous lessons with students, beginning in 9th grade, that assist them with the initial transition to high school, as well as providing the relevance between school, their courses and 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**

The articulation process allows students to choose a program of study that assists with career planning and that is personally meaningful. First, an Electives Fair promotes course selections and introduces students to the plethora of courses offered at G. Holmes Braddock. As part of the Subject Selection Process, students then choose a Major Area of Interest (MAI), which represents a career pathway or an area which the student selects based on strengths and interest. Major Areas of Interest include Business & Information Technology, Communication, Education, Fashion Design, Fine Arts, Foreign Language, Health Science & Sports Medicine, Leadership Education, Music, Tech Arts, Social Science, and Theatre Arts & Dance. In addition, students have the opportunity to take advantage of career advisement using a computer based interest inventory, as well as, taking the ASVAB. By promoting Major Areas of Interest

and career pathways, students will have a better understanding and appreciation of postsecondary opportunities, as well as follow a program of study that is personally meaningful.

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

The High School Feedback Report 's latest data shows that G. Holmes Braddock Senior High School students are scoring slightly below district averages in many categories; specifically, percentage of graduates completing a college prep curriculum, Braddock 57.7% / District 67.1%; enrolled in Algebra I before 9th Grade, Braddock 23.2% / District 33.0%; completed at least one level 3 high school math course, Braddock 44.8% / District 51.1%; completed at least one level 3 high school science course, Braddock 42.8% / District 55.8%. A strategy to improve these statistics is to promote the Honors and Advanced Placement programs during articulation in order to acquire more potential students. In addition, offering more dual enrollment courses will also assist in increasing the number of students taking a college prep curriculum. The Advanced Placement and Dual Enrollment programs provide students with an opportunity to take college level courses. By completing the class and passing the corresponding exam, not only will students be provided with an opportunity to experience college level course work, but will be able to receive college credit for the course. We will continue to encourage students to part take and excel in AP and Dual Enrollment courses, and we will continue to further discuss such programs in order to continue improving upon them.

The High School Feedback Report also showed positive post secondary indicators for G. Holmes Braddock High School, scoring above district averages in some cases. For example, percentage of 2010 graduates enrolled in a Florida public postsecondary institution in Fall 2010, Braddock 63.2% / District 55.3%; percentage of 2008 graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0, Braddock 82% / District 75.1%. This is highly attributed to the CAP Program. To continue these positive trends, the CAP program will aid students by preparing them for acceptance into postsecondary institutions. Throughout the school year, students will be given the opportunity to meet with college representatives from through the nation. College preparation will begin to be addressed in 9th grade and student services will help give students in a direction that guides students' strengths and interests. Furthermore, students will be informed about financial assistance opportunities as well as available scholarships.

In order to continue improving in the post secondary transition, G. Holmes Braddock will continue to better prepare students for postsecondary opportunities by maximizing the use of all available resources.

## 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	60%	57%	Yes	64%
American Indian				
Asian	83%	73%	Yes	85%
Black/African American	48%	60%	Yes	53%
Hispanic	59%	56%	Yes	63%
White	68%	68%	Yes	72%
English language learners	28%	22%	No	36%
Students with disabilities	43%	35%	No	48%
Economically disadvantaged	57%	53%	Yes	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	432	26%	32%
Students scoring at or above Achievement Level 4	509	30%	32%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

### 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)	156	41%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	119	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	152	40%	46%

**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.		68%	71%

**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	482	60%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	62%	Yes	53%
American Indian				
Asian		80%		
Black/African American	70%	78%	Yes	73%
Hispanic	47%	61%	Yes	52%
White	46%	71%	Yes	51%
English language learners	43%	43%	Yes	49%
Students with disabilities	40%	37%	No	46%
Economically disadvantaged	47%	59%	Yes	52%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%



**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.		53%	58%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	267	41%	44%
Students scoring at or above Achievement Level 4	94	14%	16%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	33%	37%
Students scoring at or above Achievement Level 4	120	18%	19%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	320	41%	43%
Students scoring at or above Achievement Level 4	180	23%	24%

**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)	50		60
Participation in STEM-related experiences provided for students	350	10%	11%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	350	10%	11%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	96%
Students taking one or more advanced placement exams for STEM-related courses	248	7%	8%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	100	3%	4%
Passing rate (%) for students who take CTE-STEM industry certification exams		78%	79%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	350	7%	8%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	100	3%	4%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	99%
Students taking CTE industry certification exams	50	1%	2%
Passing rate (%) for students who take CTE industry certification exams		80%	81%
CTE program concentrators	1	1%	1%
CTE teachers holding appropriate industry certifications	5	5%	5%

**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	322	10%	9%
Students in ninth grade with one or more absences within the first 20 days	289	30%	29%
Students in ninth grade who fail two or more courses in any subject	157	17%	16%
Students with grade point average less than 2.0	503	16%	15%
Students who fail to progress on-time to tenth grade	8	1%	1%
Students who receive two or more behavior referrals	816	25%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	840	25%	24%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	61	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	654	79%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	110	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	722	82%	84%

**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**

See Title I Parental Improvement Plan (PIP)

**Specific Parental Involvement Targets**

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

- G1.** Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA to the AMO of 64%.
- G2.** Increase the percentage of on-time graduates scoring “college ready” on the READING component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 71% of graduating seniors.
- G3.** Increase the percentage of students scoring at or above 4.0 to 65%.
- G4.** Increase the percentage of students enrolled in target courses.
- G5.** Increase percentage of On-time graduates scoring “college ready” on the MATH component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 58% of graduating seniors.
- G6.** Increase percentage of students scoring satisfactory on the on the Algebra I EOC to the AMO of 53%.
- G7.** Increase percentage of students scoring satisfactory on the Geometry EOC to the AMO of 53%.
- G8.** Increase percentage of students scoring satisfactory on the Biology EOC to 67%.
- G9.** Increase the # of STEM related opportunities and courses for students.
- G10.** Increase the # of students enrolling in one or more CTE courses.
- G11.** Maximize percentage of students scoring satisfactory on the US History EOC.
- G12.** Improve overall school student attendance and decrease the occurrences of behavior referrals to 24% in an effort to increase the percentage of students with grade point averages above a 2.0.
- G13.** Improve the percentage of the graduation rate to 81%.

## Goals Detail

**G1.** Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA to the AMO of 64%.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Teachers will utilize a Focus Calendar that address the underlying learning issue associated with Research Process, Information, Reading Application, Literary Analysis and Text Complexity
- Reciprocal teaching, analytical close reading, encouraging students to read a wide variety of text.
- Recommend students to the afterschool ELL Tutoring Academy.

**Targeted Barriers to Achieving the Goal**

- Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).
- ELL Students grapple with Organizing, synthesizing, analyzing, and evaluating the validity and reliability of information from primary and secondary sources in order to draw conclusions using a variety of techniques, and correctly use standardized citations
- Students with disabilities struggle with fluency and reading material at grade level. Our bottom 25% struggles with comprehension because of disfluency.

**Plan to Monitor Progress Toward the Goal**

Monitor Interim Assessment Progress Analyze Spring FCAT Reading Results

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim assessments and Spring FCAT 2.0

**G2.** Increase the percentage of on-time graduates scoring “college ready” on the READING component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 71% of graduating seniors.

**Targets Supported**

**Resources Available to Support the Goal**

- Practice SAT and ACT Assessments
- College Readiness Courses for remediation

**Targeted Barriers to Achieving the Goal**

- Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.

### Plan to Monitor Progress Toward the Goal

Monitor FDM reports to track and pinpoint juniors and seniors in need of college readiness status for articulations and testing.

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Data reports

### G3. Increase the percentage of students scoring at or above 4.0 to 65%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Implement the Common Core Task Force's CCSS Writing Across the Curriculum in all departments
- Pull-out program through elective courses will be utilized to tutor the lowest level writers who need additional instruction.

**Targeted Barriers to Achieving the Goal**

- Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.

### Plan to Monitor Progress Toward the Goal

Monitor implementation of the CCSS Plan Monitor progress of the District Pre and Post Writing assessments.

**Person or Persons Responsible**

Administrative Team and all Department Chairs

**Target Dates or Schedule:**

October 2013 January 2014

**Evidence of Completion:**

Formative: Interim Assessments Summative: 2013 FCAT Writing

#### **G4. Increase the percentage of students enrolled in target courses.**

##### **Targets Supported**

- Math (High School, High School AMO's, High School FAA)

##### **Resources Available to Support the Goal**

- Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.
- Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

##### **Targeted Barriers to Achieving the Goal**

- Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.

#### **Plan to Monitor Progress Toward the Goal**

Monitor progress of Interim Assessments Evaluate SPRING FAA and EOC results.

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

Administrative Team and Math Department Chair

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

October 2013 January 2014 June 2014

##### **Evidence of Completion:**

Interim Assessments and Spring EOCs

#### **G5. Increase percentage of On-time graduates scoring "college ready" on the MATH component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 58% of graduating seniors.**

##### **Targets Supported**

##### **Resources Available to Support the Goal**

- Practice SAT and ACT assessments
- Math for College Readiness Placement Courses
- SAT and ACT tutoring

##### **Targeted Barriers to Achieving the Goal**

- Students lack mathematical fluency and problem solving skills.

### Plan to Monitor Progress Toward the Goal

Monitor FDM reports to pinpoint students in need of 'college readiness" status for articulation and testing purposes in an effort to meet status.

**Person or Persons Responsible**

Student Services and Administrative Team

**Target Dates or Schedule:**

December 2013 February 2014

**Evidence of Completion:**

Data reports

### G6. Increase percentage of students scoring satisfactory on the on the Algebra I EOC to the AMO of 53%.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Algebra I Tutoring opportunities
- Utilize Florida Achieves and Gizmos

**Targeted Barriers to Achieving the Goal**

- Students lack conceptual understanding of mathematics and its connection to real life situations

### Plan to Monitor Progress Toward the Goal

Monitor progress on Interim Assesments and evaluate results of EOCs

**Person or Persons Responsible**

MTSS/Rtl Team will meet with Dept. Chair to discuss progress.

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Interim assessment reports Spring 2014 ALGEBRA I EOC

### G7. Increase percentage of students scoring satisfactory on the Geometry EOC to the AMO of 53%.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Gizmos and Geometry EOC Florida Acheives

**Targeted Barriers to Achieving the Goal**

- Students lack conceptual understanding of mathematics and its connection to real life situations



### Plan to Monitor Progress Toward the Goal

Monitor Interim Assessment progress and evaluate EOC results

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

October 2013 January 2014 June 2014

**Evidence of Completion:**

Interim assessment and SPRING GEOMETRY EOC

### G8. Increase percentage of students scoring satisfactory on the Biology EOC to 67%.

**Targets Supported**

- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Continued implementation of successful strategies with emphasis on Florida Achieves
- Utilize gizmos, hands on activities / labs

**Targeted Barriers to Achieving the Goal**

- Gains last year may create a lack of measurable gain this year and A decrease from 27% (2012) to 23% (2013) obtaining scores of 4-5 indicates a lack of rigor in the advanced level classes

### Plan to Monitor Progress Toward the Goal

Monitor Interim Assessment Data Evaluate EOC results

**Person or Persons Responsible**

Administrative team and Science Department Head

**Target Dates or Schedule:**

October 2013 January 2014 June 2014

**Evidence of Completion:**

Interim assessments and Spring 2014 Biology EOC

**G9. Increase the # of STEM related opportunities and courses for students.**

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources. Implement national standards for academies, such as, develop Industry /Community Advisory Board and hold regular meetings.

**Targeted Barriers to Achieving the Goal**

- Few opportunities for advanced level STEM accelerated courses within school.

**Plan to Monitor Progress Toward the Goal**

Evaluate results of the STEM exam results

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

May 2014

**Evidence of Completion:**

Data reports

**G10. Increase the # of students enrolling in one or more CTE courses.**

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment.
- Conduct self-assessment of career academies using National Career Academy Coalition (NCAC) resources. Implement national standards for academies, such as, develop Industry /Community Advisory Board and hold regular meetings.

**Targeted Barriers to Achieving the Goal**

- Few opportunities for advanced level CTE accelerated courses within school.

### Plan to Monitor Progress Toward the Goal

Evaluate results of the certification exams

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

May 2014

**Evidence of Completion:**

Data reports

### G11. Maximize percentage of students scoring satisfactory on the US History EOC.

**Targets Supported**

- U.S. History EOC

**Resources Available to Support the Goal****Targeted Barriers to Achieving the Goal**

### Plan to Monitor Progress Toward the Goal

routinely meet with target groups of defiant students. Monitor ISIS and COGNOS reports

**Person or Persons Responsible**

Assistant Principals and Student services will

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

ISIS and COGNOS reports.

### G12. Improve overall school student attendance and decrease the occurrences of behavior referrals to 24% in an effort to increase the percentage of students with grade point averages above a 2.0.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- Utilize ISIS "At Risk Report" to identify and provide intervention to students at risk of dropping out.

**Targeted Barriers to Achieving the Goal**

- The ELL and the "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

### Plan to Monitor Progress Toward the Goal

Monitor targeted groups and meet with students monthly.

**Person or Persons Responsible**

Assistant Principals and Student Services

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

ISIS and Gradebook Reports

### G13. Improve the percentage of the graduation rate to 81%.

**Targets Supported**

- EWS
- EWS - Graduation

**Resources Available to Support the Goal**

- Meet with targeted students to discuss the school's established progression plan and to address student needs, specifically providing counseling and guidance after students have been suspended in efforts to reduce repeat behavior
- Identify students with a history of poor attendance and establish a school wide plan to monitor and provide assistance as necessary to these targeted groups.

**Targeted Barriers to Achieving the Goal**

- A target group of students who consistently defy school's code of conduct and policies and who are in jeopardy of not meeting graduation requirements..

### Plan to Monitor Progress Toward the Goal

routinely meet with target groups of defiant students. Monitor ISIS and COGNOS reports

**Person or Persons Responsible**

Assistant Principals and Student services will

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

ISIS and COGNOS reports.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA to the AMO of 64%.

**G1.B1** Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).

**G1.B1.S1** Implement a plan to use text complexity during instructional time, school-wide. Develop and use an instructional

### Action Step 1

Diagnose using a benchmark assessment in Reading, monitor progress with Interim assessments and analyze results of Spring 2013 FCAT.

#### Person or Persons Responsible

Department Chairs and teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Formative Assessments: Interim Assessments Summative Assessments: Spring 2013 FCAT 2.0

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

Monitor lesson planning and interim assessment administration

#### Person or Persons Responsible

Department Chair

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Curriculum maps and data reports

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

Monitor progress of Interim assessments

**Person or Persons Responsible**

Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G1.B1.S2** LLT will meet to discuss various ways to improve student comprehension of primary and secondary sources. Teachers will be trained on Reading Plus 4.0 in order to increase students' reading of primary and secondary sources Reading Plus student usage.

**Action Step 1**

FCAT 2.0 Tutoring

**Person or Persons Responsible**

For all 9th and 10th grade students who wish to participate. Mandatory for 11th and 12th grade retakers.

**Target Dates or Schedule**

Spring 2014

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Increase the percentage of on-time graduates scoring “college ready” on the READING component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 71% of graduating seniors.

**G2.B1** Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.

**G2.B1.S1** Enhance the rigor of the College-Readiness core courses by infusing Kaplan curriculum. Monitor college readiness progress of students using PERT and other assessments.

### Action Step 1

SAT & ACT Tutoring to increase student participation and performance on College Readiness exams.

#### Person or Persons Responsible

All juniors and seniors

#### Target Dates or Schedule

8 weeks in the Fall/Spring and 8 weeks in the Winter/Spring

#### Evidence of Completion

Student sign in sheets

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

Monitor college readiness status of seniors

**Person or Persons Responsible**

Students Services Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

ISIS reports (SAT, ACT, and PERT reports)

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

Monitor college readiness status

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports



**G3.** Increase the percentage of students scoring at or above 4.0 to 65%.

**G3.B1** Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.

**G3.B1.S1** During writing instruction students will practice using supporting details and providing facts and opinions that include anecdotes, real life examples, statistics, and concrete examples in order to develop elaboration.

**Action Step 1**

Implementing CCSS across the curriculum

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Curriculum Maps and Lesson Plans

**Facilitator:**

Casandra Lacayo

**Participants:**

All teachers

## **Action Step 2**

Improving instructional practices for writing.

### **Person or Persons Responsible**

Language Arts teachers

### **Target Dates or Schedule**

January 2014

### **Evidence of Completion**

Lesson plans and sign in sheets

### **Facilitator:**

Casandra Lacayo

### **Participants:**

Language Arts teachers

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

Monitor implementation of CCSS within their Deapartments

### **Person or Persons Responsible**

Department Heads

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Curriculum Maps and Lesson Plans

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

Evaluate Writing progress

### **Person or Persons Responsible**

Administrative Team

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Writing formative assesemnets

**G4. Increase the percentage of students enrolled in target courses.**

**G4.B1** Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.

**G4.B1.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.

**Action Step 1**

PD for math teachers to improve instructional practices and increase student enrollment and performance in math courses.

**Person or Persons Responsible**

Math Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans, curriculum maps, and sign-in sheets.

**Facilitator:**

Math Department Chair

**Participants:**

Teachers will participate in GIZMO, AgileMinds, and graphic calculator trainings.

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

Hold dept meetings to monitor fidelity of curriculum maps and progress monitoring assessments

**Person or Persons Responsible**

Depart Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Curriculum maps and data reports

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

Analyze interim assessment progress

**Person or Persons Responsible**

DEPT Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G5.** Increase percentage of On-time graduates scoring “college ready” on the MATH component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 58% of graduating seniors.

**G5.B1** Students lack mathematical fluency and problem solving skills.

**G5.B1.S1** Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

**Action Step 1**

Will follow a curriculum map in Math for College readiness courses

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans

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

Hold monthly meetings to monitor curriculum maps

**Person or Persons Responsible**

Math Dept Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans and curriculum maps

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

Will evaluate progress of mini assessments

**Person or Persons Responsible**

Math Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G6.** Increase percentage of students scoring satisfactory on the on the Algebra I EOC to the AMO of 53%.

**G6.B1** Students lack conceptual understanding of mathematics and its connection to real life situations

**G6.B1.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations. Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

**Action Step 1**

Monitor lesson planning

**Person or Persons Responsible**

Math Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Curriculum maps

## **Action Step 2**

### Algebra I Tutoring

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

All students in need of Algebra I tutoring.

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

12 weeks prior to Algebra I EOC

#### **Evidence of Completion**

Sign-in sheets

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

Monitor Lesson plans and interim assessment data for fidelity

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

Math Dept Chair

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

Quarterly

#### **Evidence of Completion**

Curriculum maps and data reports

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

Evaluate Interim assessment progress

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

Math Department Chair

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

Quarterly

#### **Evidence of Completion**

Data reports

**G7. Increase percentage of students scoring satisfactory on the Geometry EOC to the AMO of 53%.**

**G7.B1 Students lack conceptual understanding of mathematics and its connection to real life situations**

**G7.B1.S1** Provide teachers with professional development opportunities to improve instructional strategies.

**Action Step 1**

Will follow curriculum map

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans

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

Facilitate meetings and monitor curriculum design

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

curriculum maps

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

Will evaluate progress of interim assessments

**Person or Persons Responsible**

Department Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G7.B1.S2** Provide students with more intervention opportunities prior to the Geometry EOC.

**Action Step 1**

Provide Geometry tutoring

**Person or Persons Responsible**

Administrators will offer more tutoring opportunities to students

**Target Dates or Schedule**

Saturdays and after school

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G7.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**G8. Increase percentage of students scoring satisfactory on the Biology EOC to 67%.**

**G8.B1** Gains last year may create a lack of measurable gain this year and A decrease from 27% (2012) to 23% (2013) obtaining scores of 4-5 indicates a lack of rigor in the advanced level classes

**G8.B1.S1** Increase the rigor in the advanced level Biology courses.

**Action Step 1**

Will follow curriculum maps

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans

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

Will hold Dept meetings to assist teachers with use of resources and discuss classroom rigor

**Person or Persons Responsible**

Science Dept Chair

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Curriculum maps

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

Analyze interim progress data

**Person or Persons Responsible**

Science Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessment data reports

**G9. Increase the # of STEM related opportunities and courses for students.**

**G9.B1 Few opportunities for advanced level STEM accelerated courses within school.**

**G9.B1.S1** Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase STEM enrollment.

**Action Step 1**

Will analyze strategies for enhancing CTE courses

**Person or Persons Responsible**

STEM Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

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

Will evaluate curriculum maps and analyze progress towards certification exams

**Person or Persons Responsible**

STEM Department Chair

**Target Dates or Schedule**

Quartely

**Evidence of Completion**

Data reports of formative assessments

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

Analyze progress of STEM exams

**Person or Persons Responsible**

STEM Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G10.** Increase the # of students enrolling in one or more CTE courses.

**G10.B1** Few opportunities for advanced level CTE accelerated courses within school.

**G10.B1.S1** Academy committee sets up timeline of plan, meets regularly to monitor and review implementation of academies or plan for new academy. They also monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses.

**Action Step 1**

Will analyze strategies for enhancing CTE courses

**Person or Persons Responsible**

Academy

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

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

Will evaluate curriculum maps and analyze progress towards certification exams

**Person or Persons Responsible**

CTE Department Chair

**Target Dates or Schedule**

Quartely

**Evidence of Completion**

Data reports of formative assessments

**Plan to Monitor Effectiveness of G10.B1.S1**

Analyze progress of CTE practice exams

**Person or Persons Responsible**

CTE Dept Chair

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Data reports

**G12.** Improve overall school student attendance and decrease the occurrences of behavior referrals to 24% in an effort to increase the percentage of students with grade point averages above a 2.0.

**G12.B1** The ELL and the "At-Risk" students are those who mainly drop out due to the increasing number of assessments that are being required for graduation.

**G12.B1.S1** Identify and meet with ELL and at-risk students and their parents to discuss graduation requirements, explain the Pupil Progression Plan and make them aware of credit recovery programs.

**Action Step 1**

Will identify and meet with identified and targeted "at-risk" students.

**Person or Persons Responsible**

Student Services Department

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students conferences

**Action Step 2**

Will identify and meet with identified and targeted "at-risk" students.

**Person or Persons Responsible**

Student Services Department

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students conferences

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

Will follow-up and monitor student conferences are taking place

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

Student Services Department Chair

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

Quarterly

#### **Evidence of Completion**

Meeting agendas

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

Will evaluate attendance and grade reports of "at-risk" students

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

Student Services Department Chair

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

Quartely

#### **Evidence of Completion**

Data reports

**G13.** Improve the percentage of the graduation rate to 81%.

**G13.B1** A target group of students who consistently defy school's code of conduct and policies and who are in jeopardy of not meeting graduation requirements..

**G13.B1.S1** Identify and meet seniors who are in jeopardy of not meeting the graduation requirements.

#### **Action Step 1**

Will identify and meet students

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

Counselors

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

Monthly

#### **Evidence of Completion**

Student conferences

## **Action Step 2**

Will identify and meet students

### **Person or Persons Responsible**

Counselors

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Student conferences

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

Will meet monthly with counselors to evaluate progress

### **Person or Persons Responsible**

Student Services Dept Chair

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Data reports

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

Will evaluate the progress of students meeting graduation requirements

### **Person or Persons Responsible**

Student Services Department Chair

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Data reports

## 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 (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS 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 M-DCPS 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 CIS, 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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:

- tutorial programs (9-12)
- parent outreach activities (9-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (9-12)
- reading and supplementary instructional materials (9-12)

- cultural supplementary instructional materials (9-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (9-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### 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.

#### Adult Education

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

#### Career and Technical Education

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

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

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

#### Health Connect in Our Schools

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.



## 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.*

**G3.** Increase the percentage of students scoring at or above 4.0 to 65%.

**G3.B1** Students lack the ability to incorporate specific details and support into their writing and lack strong word choice.

**G3.B1.S1** During writing instruction students will practice using supporting details and providing facts and opinions that include anecdotes, real life examples, statistics, and concrete examples in order to develop elaboration.

### PD Opportunity 1

Implementing CCSS across the curriculum

#### Facilitator

Casandra Lacayo

#### Participants

All teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Curriculum Maps and Lesson Plans

## **PD Opportunity 2**

Improving instructional practices for writing.

### **Facilitator**

Casandra Lacayo

### **Participants**

Languague Arts teachers

### **Target Dates or Schedule**

January 2014

### **Evidence of Completion**

Lesson plans and sign in sheets

**G4.** Increase the percentage of students enrolled in target courses.

**G4.B1** Students lack mathematical fluency and conceptual understanding of mathematics and its connection to real life situations.

**G4.B1.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations.

## **PD Opportunity 1**

PD for math teachers to improve instructional practices and increase student enrollment and performance in math courses.

### **Facilitator**

Math Department Chair

### **Participants**

Teachers will participate in GIZMO, AgileMinds, and graphic calculator trainings.

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Lesson plans, curriculum maps, and sign-in sheets.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA to the AMO of 64%.	\$1
G2.	Increase the percentage of on-time graduates scoring “college ready” on the READING component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 71% of graduating seniors.	\$2
G6.	Increase percentage of students scoring satisfactory on the on the Algebra I EOC to the AMO of 53%.	\$720
Total		\$723

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$721
EESAC		\$2
Total		\$723

### Budget Details

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

**G1.** Increase the percentage of students in Grades 9 and 10 scoring at or above Level 3 on FCAT 2.0 assessment and at or above a Level 4 on the FAA to the AMO of 64%.

**G1.B1** Students lack necessary skills of extracting prior knowledge. Students lack critical thinking skills required for higher order thinking. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new Common Core State Standards (CCSS).

**G1.B1.S2** LLT will meet to discuss various ways to improve student comprehension of primary and secondary sources. Teachers will be trained on Reading Plus 4.0 in order to increase students' reading of primary and secondary sources Reading Plus student usage.

### **Action Step 1**

FCAT 2.0 Tutoring

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Tutoring program will be implemented 12 weeks prior to FCAT and students will meet tutor twice a week for one hour.

#### **Funding Source**

Title I

#### **Amount Needed**

\$1

**G2.** Increase the percentage of on-time graduates scoring “college ready” on the READING component of the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. to 71% of graduating seniors.

**G2.B1** Students lack the background knowledge and test taking skills necessary to pass college readiness exams. Students lack critical thinking skills necessary for college-readiness.

**G2.B1.S1** Enhance the rigor of the College-Readiness core courses by infusing Kaplan curriculum. Monitor college readiness progress of students using PERT and other assessments.

**Action Step 1**

SAT & ACT Tutoring to increase student participation and performance on College Readiness exams.

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring program will consist of 8-week programs that meet twice a week (once for English and once for Math).

**Funding Source**

EESAC

**Amount Needed**

\$2

**G6.** Increase percentage of students scoring satisfactory on the on the Algebra I EOC to the AMO of 53%.

**G6.B1** Students lack conceptual understanding of mathematics and its connection to real life situations

**G6.B1.S1** Provide opportunities for students to symbolically represent, solve, graph, interpret, and analyze linear equations, inequalities, and systems of linear equations. Provide teachers with training in developing meaning through mathematical problem solving in a real world context.

**Action Step 2**

Algebra I Tutoring

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring program will consist of 2 hours a week of Algebra I tutoring for 12 weeks prior to Algebra I EOC.

**Funding Source**

Title I

**Amount Needed**

\$720