



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Southwest Miami Senior High

8855 SW 50TH TER

Miami, FL 33165

305-274-0181

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School No	Minority Rate 95%

School Grades History

2013-14 B	2012-13 A	2011-12 A	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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	20
Goals Summary	25
Goals Detail	26
Action Plan for Improvement	40
Part III: Coordination and Integration	129
Appendix 1: Professional Development Plan to Support Goals	131
Appendix 2: Budget to Support Goals	141

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

Southwest Miami Senior High

Principal

Carlos Diaz A

School Advisory Council chair

Doristine Williams

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

Name	Title
Carlos A. Diaz	Principal
Lisset Vazquez-Rios	Assistant Principal for Curriculum
Michael Sell	Assistant Principal
Ana Roll	Assistant Principal
Madeleine Luis	Assistant Principal
Toi Scott	Reading Coach
Patricia Iglesias	Testing Coordinator
Jessica Sotorrio	Advanced Academics Coordinator
Patricia Fleri	Student Services Chairperson
Beatriz Victores	Activities Director
Jorge Diaz	Athletics Director
Doristine Williams	SAC Chairperson/Student Council Sponsor
Thomas Moore	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

The membership of the Southwest Miami High SAC is as follows:

1. Principal--Carlos A. Diaz

2. Adult Ed. Principal--Steve Rummel
2. SACS Chairperson---Doristine Williams (teacher)
3. Teachers---Joyce Matthews, Helena Rosa, Kathryn Riley, John Maine, Kerrie Hass (Alt)
4. UTD---Gabriel Edmond
5. Adult/Vocational teacher: Joe Baeza
6. Support: Maria Rodriguez, Carlton Tarpley (Alt)
7. Parents---Vanessa Garcia, Emily Hewitt, Maria Alvarez, Barbara Casas, Mary Noboa (Alt)
8. Students---JP Bercerril, Jessica Blanco, Emily Blanco, Ashley Valiente (Alt)
9. Adult Students: Jonathan Perez, Kateryn Delgado, Ana Gomez
10. Business Representative--John Navarro

Involvement of the SAC in the development of the SIP

The SAC will review and approve the School Improvement Plan. The SAC will also review Baseline and Midyear data and determine if changes need to be made to the goals outlined in the SIP.

Activities of the SAC for the upcoming school year

The SAC will develop and monitor the School Improvement Plan. Additionally, SAC will meet monthly to review data in Reading, Algebra, Geometry, Writing, and Biology. The SAC will make suggestions relating to student interventions and the fidelity to FCIM. Lastly, the SAC will assist in creating a student incentive plan, and the committee will contribute \$2,000 towards the cause.

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

The SAC supports funding for implementing student incentives to prepare students for high stakes testing. In addition, SAC funds support various student events that promote graduation rate, Advanced Academics, and attendance. The SAC will contribute to the following:

\$5,000--College Road Trip;

\$3,000--Junior/Senior Olympics

\$2,999--FCAT Incentives; and

\$7,000--Faculty proposals for Reading and Math Achievement will be submitted to the SAC. The SAC will vote to determine how the funds will be used.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carlos Diaz A

Principal

Years as Administrator: 17

Years at Current School: 2

Credentials

Bachelor of Science
in Elementary Education,
Master of Science in Educational Leadership.
Certifications: Elementary Education;
School Principal

Performance Record

2013 –School Grade – pending
Rdg. Proficiency, 56%
Math Proficiency, 60%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% - 76 points
Math Imp. of Lowest 25% - 73 points
Rdg. AMO –Yes
Math AMO–Yes
2012 – School Grade: A
Rdg. Proficiency, 52%
Math Proficiency, 57%
Rdg. Lrg. Gains, 69 points
Math Lrg. Gains, 56 points
Rdg. Imp. of Lowest 25% - 75 points
Math Imp. of Lowest 25% - 49 points
Rdg. AMO –Yes
Math AMO–Yes
'11 '10 '09
School Grade A A A
High Standards Rdg. 52 82 83
High Standards Math 57 87 83
Lrng Gains-Rdg. 68 69 73
Lrng Gains-Math 56 73 70
Gains-Rdg-25% 72 67 68
Gains-Math-25% 49 71 68

Lisset Vazquez-Rios

Asst Principal

Years as Administrator: 4

Years at Current School: 2

Credentials

Bachelor of Arts in English
 Master of Science in English Education
 Education Specialist in Educational Leadership
 Certifications: English 6-12, Journalism 6-12, Reading K-12,
 ESOL K-12, Educational Leadership

Performance Record

2013 –School Grade – pending
 Rdg. Proficiency, 56%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade: A
 Rdg. Proficiency, 52%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –Yes
 Math AMO–Yes
 ‘11 ‘10
 School Grade A D
 High Standards Rdg. 29 25
 High Standards Math 60 55
 Lrng Gains-Rdg. 45 44
 Lrng Gains-Math 68 75
 Gains-Rdg-25% 49 40
 Gains-Math-25% 57 72

Michael Sell

Asst Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

Bachelor of Science in Communication,
 Master of Science in Education
 Educational Specialist degree in Educational Leadership
 Certifications: English 6-12, Educational Leadership

Performance Record

2013 –School Grade – pending
 Rdg. Proficiency, 56%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade: A
 Rdg. Proficiency, 52%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –Yes
 Math AMO–Yes
 ‘11 ‘10 ‘09 ‘08
 School Grade A A A
 High Standards Rdg. 48 48 49
 High Standards Math 77 80 75
 Lrng Gains-Rdg. 58 56 59
 Lrng Gains-Math 74 80 77
 Gains-Rdg-25% 54 56 55
 Gains-Math-25% 65 69 71

Ana Roll

Asst Principal

Years as Administrator: 2

Years at Current School: 8

Credentials

Bachelor of Science in English Education
 Master of Science in TESOL
 Educational Specialist in
 Educational Leadership.
 Certifications: English 6-12, ESOL K-12, MG English 5-9,
 Educational Leadership

Performance Record

2013 –School Grade – pending
 Rdg. Proficiency, 56%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 76 points
 Math Imp. of Lowest 25% - 73 points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade: A
 Rdg. Proficiency, 52%
 Math Proficiency, 57%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 49 points
 Rdg. AMO –Yes
 Math AMO–Yes
 ‘11 ‘10 ‘09 ‘08
 School Grade A A A
 High Standards Rdg. 48 48 49
 High Standards Math 77 80 75
 Lrng Gains-Rdg. 58 56 59
 Lrng Gains-Math 74 80 77
 Gains-Rdg-25% 54 56 55
 Gains-Math-25% 65 69 71

Madeleine Luis

Asst Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

Bachelor of Science in Psychology and Criminal Justice
 Masters of Science in Mental Health Counseling
 Certifications: Psychology & Educational Leadership

Performance Record

2013 – School Grade – pending
 Rdg. Proficiency, 56%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25%-72 points
 Rdg. AMO – Yes
 Math AMO – Yes
 2012 – School Grade: A
 Rdg. Proficiency, 49%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 65 points
 Math Lrg. Gains, 56 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 55 points
 Rdg. AMO –Yes
 Math AMO–Yes
 ‘11 ‘10 ‘09
 School Grade B - C
 High Standards Rdg. 47 - 47
 High Standards Math 77 - 76
 Lrng Gains-Rdg. 52 - 53
 Lrng Gains-Math 78 - 76
 Gains-Rdg-25% 52 - 49
 Gains-Math-25% 70 - 66

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Toi Scott		
Full-time / School-based	Years as Coach: 6	Years at Current School: 0
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor of Science in Elementary Education Masters of Science in Elementary Education Specialist in Educational Leadership Certifications: Elementary Education, Reading, ESOL	
Performance Record	2013 –School Grade – pending Rdg. Proficiency, 36% Rdg. Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 69 points Rdg. AMO –Yes 2012 – School Grade: A Rdg. Proficiency, 33% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 65 points Rdg. AMO –Yes ‘11 ‘10 ‘09 School Grade A C C High Standards Rdg. 29 51 50 Lrng Gains-Rdg. 45 60 61 Gains-Rdg-25% 49 67 68	

Classroom Teachers

# of classroom teachers	151
# receiving effective rating or higher	151, 100%
# Highly Qualified Teachers	96%
# certified in-field	145, 96%
# ESOL endorsed	35, 23%
# reading endorsed	15, 10%
# with advanced degrees	55, 36%
# National Board Certified	12, 8%
# first-year teachers	1, 1%

with 1-5 years of experience

15, 10%

with 6-14 years of experience

60, 40%

with 15 or more years of experience

75, 50%

Education Paraprofessionals**# of paraprofessionals**

20

Highly Qualified

18, 90%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The school will offer internship opportunities with community colleges/universities, as well as job shadowing experiences with innovative teachers. Regarding new hires, novice teachers will be partnered with veteran teachers. Teachers who are new to the building will be “buddied” up with another teacher in their departments. The administrative staff will meet with new teachers on a regular basis.

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 new to the profession will be paired with a MINT teacher who has experience with a similar teaching assignment. The mentor teacher will have an opportunity to plan and observe the beginning teacher. The beginning teacher will also have an opportunity to shadow and observe the mentor teacher.

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

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

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, as well as evaluate new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The Principal of Southwest Miami High School provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The Assistant Principals of Southwest Miami High School participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

A Select Group of General Education Teachers at Southwest Miami High School provide information about core instruction and participates in student data collection. Exceptional Student Education (ESE) Teachers at Southwest Miami High School participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Instructional Reading Coach at Southwest Miami High School develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Student Services Personnel at Southwest Miami High School provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS/Rtl Leadership Team meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures with State and District initiatives.

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

Baseline Benchmark Assessments, FAIR Assessments, Interim Assessments, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, FCAT Simulation, Measurement Incorporated. Midyear: FAIR Assessments, Interim Assessments, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring, FCAT Simulation, Write Score. End of year: Interim Assessments, FCAT, Write Score, End of Course Examinations, and PERT testing. Frequency of Data Days: twice a month for data analysis.

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

The school will use ongoing data-driven professional development activities that align to core student goals and staff needs. Furthermore, the school will provide a standard for communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 8,000

Southwest Miami High offers extended learning opportunities in the core areas of Reading, Writing, and Mathematics four time per week, one hour after school. Certified instructors plan and implement the tutoring program which centers around student needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Districts Interim Assessments, the Florida Assessment in Reading Assessment, as well as teacher-created assessments are used to determine effectiveness of this strategy. Edusoft and Pearson Online are both used to collect data in the core areas.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal, the Math Curriculum Leader, and the Reading Coach are responsible for monitoring implementation of this strategy.

Strategy: Weekend Program**Minutes added to school year: 2,000**

Students participate in weekend tutoring services up to 4 hours, each Saturday. Students can participate in Math, Reading, or Both types of tutoring on Saturdays.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student lists are kept and analyzed when FCAT/EOC scores are reported.

Who is responsible for monitoring implementation of this strategy?

The Principal or designee, along with the Math Curriculum Leader and Reading Coach are responsible for monitoring this activity.

Strategy: Before or After School Program**Minutes added to school year: 1,800**

The Honor Societies will provide peer tutoring for all students in advanced academic courses, as well as those other courses. Students will receive training in PSAT, SAT, ACT Test Taking skills.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student Services is provided with data regarding all student who participate in College Placement Testing. This information is shared with students and family.

Who is responsible for monitoring implementation of this strategy?

The Honor Society Sponsors are responsible for monitoring this activity.

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

Name	Title
Carlos A. Diaz	Principal
Lisset Vazquez-Rios, Ana Roll, Michael Sell, Madelein Luis	Assistant Principals
Jeanette Ganshamdasani, Ken Nadaskay, Helena Rosa	General Education Teachers
Jessica Sotorrio	Advanced Academics Coordinator
Susana Alvarez	Exceptional Student Education Teacher
Toi Scott	Reaching Coach

Name	Title
Kim Workman	Media Specialist
Doristin Williams	SAC Chariperson

How the school-based LLT functions

The LLT meets on a weekly basis to discuss strategies that will be implemented across the curriculum to increase reading achievement.

Major initiatives of the LLT

The major initiative of the LLT is to align the school's reading initiatives to the District's K-12 Comprehensive Research-based Reading Plan. The LLT will also focus on ensuring our English/ Language Arts curriculum will blend both, the NGSSS and Common Core standards.

Every Teacher Contributes to Reading Instruction

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

The school will maintain an Instructional Focus Calendar (IFC), highlighting specific school-wide reading benchmarks and strategies that will be incorporated across the curriculum. Teachers will be required to attend a PD at the start of the year that will address how to embed the secondary benchmark outlined in the IFC by using appropriate reading strategies.

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 school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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 school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships and/or lead to industry certification. Every year, after FCAT testing, students and parents participate in a curriculum showcase and articulation assemblies that exposes them to next year's curriculum to inform their course selection. After the articulation assemblies, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

Strategies for improving student readiness for the public postsecondary level

After analyzing the 2011 High School Feedback Report, Southwest Miami High School will implement several strategies that will improve postsecondary readiness. First, the school has partnered with Florida International University to add three faculty members as Adjunct professors to FIU's faculty. In doing so, Southwest Miami High will offer, on campus, Foundations of Fitness and Intermediate Spanish. These course will assist students to become responsible college students, and it will also train them for the rigor of collegiate course work.

Also, in order to decrease the number of students who take remedial courses in college, the school will be offering Math for College Readiness and English 4: College Prep to selected seniors who are at risk of not obtaining a College Ready score independently. These courses are designed to prepare selected seniors who have not yet earned a college ready score to be successful on the Post Education Readiness Test (PERT).

In addition, the student services department along with the CAP advisor will be visiting upper-classmen to have discussions regarding post-secondary education. Our students with disabilities will also be given the opportunity to meet with a transition specialist to review the choices for post-secondary education for students with disabilities.

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%	56%	No	64%
American Indian		0%		
Asian	78%	0%	Yes	80%
Black/African American	54%	24%	No	59%
Hispanic	61%	56%	Yes	65%
White	58%	59%	Yes	62%
English language learners	36%	26%	No	42%
Students with disabilities	40%	36%	No	46%
Economically disadvantaged	58%	53%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	415	26%	29%
Students scoring at or above Achievement Level 4	435	27%	28%

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>	58%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	237	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	128	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	165	33%	40%

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.		70%	73%

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	426	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	60%	Yes	49%
American Indian				
Asian				
Black/African American		44%		
Hispanic	43%	59%	Yes	49%
White	48%	32%	Yes	53%
English language learners	40%	43%	Yes	46%
Students with disabilities	32%	32%	Yes	39%
Economically disadvantaged	41%	57%	Yes	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	53%
Students scoring at or above Level 7		[data excluded for privacy reasons]	14%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		72%	75%
Students in lowest 25% making learning gains (EOC)		73%	76%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		60%	64%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	39%	42%
Students scoring at or above Achievement Level 4	80	13%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	26%	29%
Students scoring at or above Achievement Level 4	219	29%	30%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	325	43%	46%
Students scoring at or above Achievement Level 4	153	20%	21%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		37
Participation in STEM-related experiences provided for students	645	21%	29%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	475	15%	24%
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	245	7%	16%
CTE-STEM program concentrators	64		74
Students taking CTE-STEM industry certification exams	235	7%	16%
Passing rate (%) for students who take CTE-STEM industry certification exams		90%	91%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	982	33%	39%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	142	14%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		75%	78%
Students taking CTE industry certification exams	631	64%	70%
Passing rate (%) for students who take CTE industry certification exams		93%	94%
CTE program concentrators	70	28%	35%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	245	8%	7%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	96	12%	11%
Students with grade point average less than 2.0	446	14%	13%
Students who fail to progress on-time to tenth grade	2	0%	0%
Students who receive two or more behavior referrals	1035	33%	32%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	549	17%	16%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	55	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)	537	81%	83%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	110	71%	73%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	625	83%	85%

Goals Summary

- G1.** The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.
- G2.** The results of the 2012 Postsecondary Readiness in Reading indicate that 70% of all on time graduates are College Ready. Our goal for 2014 is to increase by 3 percentage points to 73%.
- G3.** The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.
- G4.** The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.
- G5.** The results of Mathematics assessments indicated that 60% of students met Postsecondary Readiness standards in Mathematics. Our goal is to increase the percent of students meeting college readiness by 4 percentage points to 58%.
- G6.** Based on the results of the 2013 administration of the Algebra 1 EOC, 52% of the students scored a level 3 or higher. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 57%.
- G7.** Based on the results of the 2013 administration of the Geometry EOC, 55% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 59%.
- G8.** Based on the results of the 2013 administration of the Biology EOC, 63% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 67%.
- G9.** Currently 70% of all Students participate in a STEM related activity. The 2014 goal is to increase this number by 3 percentage points to 73%.
- G10.** Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%.
- G11.** The results of our 2013 U.S. History Baseline Benchmark Assessment indicate that 0% of students scored at proficiency. Our goal for the 2013-14 school year is to increase this number by 10 percentage points to 10%.
- G12.** Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 33% to 32% as well as the suspension rate from 17% to 16%.

- G13.** Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.

Goals Detail

G1. The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.

Targets Supported

Resources Available to Support the Goal

- Instructional Personnel such as: 1 Reading Coach, Certified Reading Teachers, Certified ELL teachers, Certified Language Arts Teachers, Certified ESE Teachers
- Supplemental Instructional Reading Programs such as: Reading Plus, Achieve 3000, SIPPS, Accelerated Reader, Discovery Learning, FCAT Explorer, Florida Achieves
- Extended Learning Opportunities such as: After and Before School Tutoring, Saturday school Tutoring
- Progress Monitoring Programs such as: the Florida Assessment for Instruction in Reading (FAIR), District Interims Assessments, Teacher-made assessments
- Tier two interventions such as: Pull out tutoring, push in tutoring
- Basal Reading Programs such as: McDougal Little Literature book series, Jamestown Reading Navigator, Hampton-Brown Edge Reading book series, I-Reading, Accelerated Reader
- Media Center
- HLAP

Targeted Barriers to Achieving the Goal

- Based on the results on the 2013 Reading FCAT 2.0, the Black Subgroup did not make AMO. The 2014 goal for this group is increase proficiency by 35 percentage points, from 24% to 59%. The area of deficiency noted was on Reporting Category 2: Reading Application due to limited exposure to Author's purpose and Main Idea.
- Based on the results on the 2013 Reading FCAT 2.0, the SWD and ELL Subgroup did not make AMO. Our goal for the SWD subgroup is to increase 10 percentage points, from 36% to 46%. Our goal for the ELL subgroup is to increase 16 percentage points from 26% to 42%. The area of deficiency for the ELL and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.
- Based on the results on the 2013 Reading FCAT 2.0, our goal for students scoring a level 3 will increase 8 percentage points, from 26% to 34%. Deficiencies noted on the 2013 FCAT 2.0 administration was Reporting Category 2 : Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose
- Based on the results on the 2013 Reading FCAT 2.0, our goal for students scoring at levels 4-5 will increase 3 percentage points, from 27% to 30%. The area of deficiency for students scoring a levels 4-5, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text due to limited exposure to synthesize and evaluate information.
- Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 4-6 will increase 2 percentage points, from 56% to 58%. The area of deficiency for FAA students scoring at levels 4-6, as noted on the 2013 FAA administration was Reading Comprehension limited exposure to multiple genres such as fiction, non-fiction and informational text.
- Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 7-9 will increase 1 percentage point, from 19% to 20%. The area of deficiency for FAA students scoring at level 7, as noted on the 2013 FAA administration was Reading Comprehension limited exposure to multiple reads for comprehension.

- Based on the results on the 2013 Reading FCAT 2.0, our goal for students making learning gains will increase by 3 percentage points, from 71% to 74%. The area of deficiency for students not making learning gains, as noted on the 2013 FCAT 2.0 administration was lacking time on task mastering reading comprehension strategies.
- Based on the results on the 2013 Reading FCAT 2.0, our goal for students making learning gains in the lowest 25% will increase by 2 percentage points, from 76% to 78%. The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 FCAT 2.0 administration was lack of the exposure to higher order thinking strategies.
- Based on the results on the 2013 CELLA, our goal for student proficiency in Listening/Speaking will increase by 5 percentage points, from 50% to 55%. The area of deficiency for ELL students in listening and speaking, as noted on the 2013 CELLA administration is the limited opportunity to listen and speak academic English outside the classroom.
- Based on the results on the 2013 CELLA, our goal for student proficiency in Reading will increase by 8 percentage points, from 25% to 33%. The area of deficiency for ELL students in Reading, as noted on the 2013 CELLA administration is the limited opportunity to Read outside the classroom.
- Based on the results on the 2013 CELLA, our goal for student proficiency in Writing will increase by 7 percentage points, from 33% to 40%. The area of deficiency for ELL students in Writing, as noted on the 2013 CELLA administration is the limited opportunity to write outside the classroom.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Small group instruction using mini- Summative Assessment- Results of the 2014 FCAT 2.0

G2. The results of the 2012 Postsecondary Readiness in Reading indicate that 70% of all on time graduates are College Ready. Our goal for 2014 is to increase by 3 percentage points to 73%.

Targets Supported

- Reading (Postsecondary Readiness)

Resources Available to Support the Goal

- Instructional Personnel: Certified teachers in Language Arts and Reading, College Assistance Program Advisor, Certified Counselors
- Basal and Supplemental Reading programs such as: McDougal Littell Literature Series and Barron SAT Prep
- After-school tutoring by the National Honor Society for SAT, ACT, PSAT
- Targeted courses such as: English 4: College Prep and Reading for College Success

Targeted Barriers to Achieving the Goal

- Based on the results on the 2013 Reading Post-Readiness data, our goal is to increase Reading Readiness by 3 percentage points, from 70% to 73%. Not all on-time graduates have a desire to attend post-secondary institutions that require a College Ready Score.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data based on the number of students enrolling and passing College Entrance examinations.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-McDougal Little Literature Series, Quizzes/Tests Summative Assessment-Results of the 2013-2014 ACT, SAT, and PERT

G3. The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Essay Smart
- Certified ELL and Language Arts Teachers
- Progress Monitoring Tools such as: Write Score and District Interim Assessments
- Six Traits Curriculum

Targeted Barriers to Achieving the Goal

- Based on the results on the 2013 FCAT Writes 2.0, our goal for student at a 3.5 will increase by 5 percentage points, from 53% to 58%. The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and FCAT Wrties 2.0

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments--Interim Assessments Summative Assessments--FCAT Writes 2014

G4. The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.

Targets Supported

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

Resources Available to Support the Goal

- Prentice Hall Algebra 1 Honors Series, Discovering Geometry Series, Algebra Series, Carnegie Learning, Kahn Academy, FCAT Explorer, Gizmos

Targeted Barriers to Achieving the Goal

- Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 4-6 will increase 3 percentage points, from 50% to 53%. The area of deficiency for students scoring at levels 4-6 on the Florida Alternative Assessment is the lack of skills needed to meet mathematics proficiency.
- Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 7-9 will increase 1 percentage point, from 13% to 14%. The area of deficiency for students scoring 7 or above on the Florida Alternative Assessment is lack the skills needed to solve more complex mathematical problems.
- Based on the results on the 2013 EOCs and FAA assessments, our goal for students making learning gains will increase by 3 percentage points, from 72% to 75%. The area of deficiency for students not making learning gains, as noted on the 2013 EOC and FAA administration is the lack of experience with solving multi-step equations.
- Based on the results on the 2013 EOCs and FAA assessments, our goal for students in the Lowest 25% making learning gains will increase by 3 percentage points, from 73% to 76%. The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 EOC administration is in the area of constructing viable arguments and critiquing the reasoning of other students and their strategies.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Student Work folders and the FAA

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment: Site generated assessments Summative Assessment- Results of the 2014 FAA

G5. The results of Mathematics assessments indicated that 60% of students met Postsecondary Readiness standards in Mathematics. Our goal is to increase the percent of students meeting college readiness by 4 percentage points to 58%

Targets Supported

Resources Available to Support the Goal

- Carnegie Learning, College Ready Math Preparation Courses, Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- The results of the mathematics assessments for Postsecondary Readiness will increase 4 percentage points, from 60% to 64%. It was noted that students lacked experience with “mental math” and the available tools when solving a mathematical problem, as well as lacking practice with analytical problem solving

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from ACT, SAT, AND PERT data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Small group instruction using mini- Summative Assessment- Results of the 2014 College Assessments

G6. Based on the results of the 2013 administration of the Algebra 1 EOC, 52% of the students scored a level 3 or higher. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 57%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Online resources, Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 administration of the Algebra 1 EOC, 39% of the students scored a level 3. Our goal for the 2013-2014 school year is to increase by 3 percentage points to 42%. Students need increase experience with problem solving in the areas of equations, inequalities, and systems of linear equations. Including planning a solution pathway and making estimations about the solution of a problem.
- Based on the results of the 2013 administration of the Algebra 1 EOC, 13% of the students scored a levels 4-5. Our goal for the 2013-2014 school year is to increase by 2 percentage points to 15%. Student need more practice in justifying and clarifying their arguments or that of their peers.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interim and Algebra EOC

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Interims Summative Assessment- Results of the 2014 Algebra EOC

G7. Based on the results of the 2013 administration of the Geometry EOC, 55% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 59%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Discovering Geometry Online Resources, Smartboards, Kahn Academy, Extended Learning Opportunities

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 administration of the Geometry EOC, indicate that 26% of the students scored a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage point to 29%. Students lack experience with problem solving in situations involving segments, lines, angles, polygons, and circles. Including planning a solution pathway and making estimations about the solution of a problem.
- Based on the results of the 2013 administration of the Geometry EOC, indicate that 29% of the students scored at levels 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 30%. Students have difficulty with two-dimensional geometry.

Plan to Monitor Progress Toward the Goal

Follow FCIM using data from Interims and EOC

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessment-Small group instruction using mini- Summative Assessment- Results of the 2014 Geometry EOC

G8. Based on the results of the 2013 administration of the Biology EOC, 63% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 67%

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Biology Textbook by Miller and Levine, calculators, Gizmos, Insight 360 clickers, CPS Clickers, Edusoft, online resources

Targeted Barriers to Achieving the Goal

- Based on the results of the 2013 administration of the Biology EOC, 43% of the students scored level at a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 46%. In order to increase the number of students scoring a 3 on the 2014 Biology EOC, students must show improvement in Reporting Category : Molecular and Cellular Biology.
- Based on the results of the 2013 administration of the Biology EOC, 20% of the students scored at levels 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 21%. In order to increase the number of students scoring at levels 4-5 on the 2014 Biology EOC, students must show improvement in answering higher order questions.

Plan to Monitor Progress Toward the Goal

The use of Insight 360 and CPS to monitor student progress on weekly/biweekly benchmark assessments. Data analysis of district interim assessments with students.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments--District Interim Assessments Summative Assessments--Results of the 2014 EOC

G9. Currently 70% of all Students participate in a STEM related activity. The 2014 goal is to increase this number by 3 percentage points to 73%.

Targets Supported

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

Resources Available to Support the Goal

- Gizmos, Science Courses offered, SECME, Fairchild Challenge, Science Fair, Discover Learning, College Board

Targeted Barriers to Achieving the Goal

- Currently 30 Students participate in a STEM related activities. The 2014 goal is to increase this number by 7 students. Students can choose from over 24 clubs; therefore, the number of students who choose STEM-related clubs is affected.
- Currently 21% of the student populace participates in STEM-related experiences provided for students. The 2014 goal is to increase this number by 8 percentage points for a total of 29%. STEM-related experiences will be offered school wide for competitions such as The Fairchild Challenge.
- Currently the completion rate for students enrolled in accelerated STEM-related courses is 95%. The 2014 goal is to increase this number by 1 percentage point for a total of 96%. Students will use technology to increase exposure to these concepts.
- Currently 7% of all students are taking one or more advanced placement exams for STEM-related courses. The 2014 goal is to increase this number by 9 percentage points to 16%. Students lack the foundational skills in Math and/or Science to enroll in advanced STEM-related courses; therefore, teacher recommendation is limited when articulating to the next level of coursework.
- Currently 64 students participate in CTE-STEM program concentrators. The 2014 goal is to increase this number by 10 students for a total of 74.
- Currently the passing rate for students taking the CTE-STEM industry certification exams is 90%. The 2014 goal is to increase this number by 1 percentage point for a total of 91%.

Plan to Monitor Progress Toward the Goal

Review STEM Club Attendance records.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Meeting minutes, Attendance logs

G10. Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Computer labs, Mac and PC computers available to students, Academy of Finance Magnet Program, 7 teachers who are certified to administer various CTE exams.

Targeted Barriers to Achieving the Goal

- Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%. CTE teachers lack knowledge of Common Core State Standards for Literacy in Science and Technical Subjects.
- Currently 75% of all students are enrolled in accelerated courses. The 2014 goal is to increase this number by 3 percentage points to 78%. Technology needs in terms of software and hardware requirements and students not ready for certification exam in timely manner.
- Currently 64 students are enrolled in accelerated courses. The 2014 goal is to increase this number by 10 students for a total of 74 students.

Plan to Monitor Progress Toward the Goal

CTE teachers are to align the CCSS to their CTE curriculum.

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

MPP/ Attendance in Workshop

G11. The results of our 2013 U.S. History Baseline Benchmark Assessment indicate that 0% of students scored at proficiency. Our goal for the 2013-14 school year is to increase this number by 10 percentage points to 10%.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal

- Discovery Learning, Edusoft, Florida U.S. History and Geography Modern Times (McGraw-Hill), Online Resources for Textbook, District Social Sciences professional development activities

Targeted Barriers to Achieving the Goal

- The results of the 2013 U.S. History EOC indicate that 32% of our students scored in the middle third. Our goal is to decrease the lower third number by 7 percentage points, thus increasing the middle third overall percentage to 39%. It has been determined that students had difficulty transferring Reading skills to the content area.
- The results of the 2013 U.S. History EOC indicate that 25% of our students scored in the upper third. Our goal is to increase the upper third by 8 percentage points, thus increasing the upper third overall percentage to 33%. For students who scored in the upper third of the 2013 U.S. History EOC, it has been determined that students have a limited understanding of the U.S. Constitution.

Plan to Monitor Progress Toward the Goal

Follow the FCIM model using data from Interim Assessments and EOC.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments: Interim Assessments Summative Assessment: EOC 2014

G12. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 33% to 32% as well as the suspension rate from 17% to 16%.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Certified Counselors, Center for Specialized Instruction Teachers, TRUST Counselor, School Resource Officer, Attendance Incentives, Social Worker, EBD Counselor, RTI Plan

Targeted Barriers to Achieving the Goal

- Currently, 8% of our students miss 10% or more of available instructional time. Our goal is reduce this by 1 percentage point to 7%.
- Currently, 235 ninth grade students were absent during the first 20 days of the 2013 school-year. Our goal is to reduce this number by 24 to 211.
- Currently 12% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 11%.
- Currently, 14% of our schools have a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 13%.
- Currently, 33% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 32%.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly District Attendance Report ranking all high schools. Formative Assessments-Inaterims assessments Summative Assessment- Results of the 2014 FCAT 2.0/EOC

G13. Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.

Targets Supported

- EWS
- EWS - Graduation

Resources Available to Support the Goal

- Certified Counselors, Center for Specialized Instruction Teachers, TRUST Counselor, School Resource Officer, Attendance Incentives

Targeted Barriers to Achieving the Goal

- According to the 2012 actual data, 2% of students dropped out of school. Our goal is to maintain this number at 2%. Students are dropping out of school because they fall too far behind in credits; and they lack knowledge in alternative pathways to graduation.
- According to the 2012 actual data, 81% of students graduated within 4 years. Our goal is to increase this number by 2 percentage points to 83%. Students who are at-risk perform poorly in high-stakes testing; therefore, lack the state requirements for graduation.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, Quarterly data reports will be reviewed and intervention strategies will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Graduation Rate, Adult Education enrollment, FLVS enrollment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.

G1.B1 Based on the results on the 2013 Reading FCAT 2.0, the Black Subgroup did not make AMO. The 2014 goal for this group is increase proficiency by 35 percentage points, from 24% to 59%. The area of deficiency noted was on Reporting Category 2: Reading Application due to limited exposure to Author's purpose and Main Idea.

G1.B1.S1 Students will learn to analyze author's choices regarding text structure and elements of fiction.

Action Step 1

Students will attend after-school tutoring to supplement instruction.

Person or Persons Responsible

Language Arts and Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tutoring Logs, Benchmark Assessments, Summative Assessments

Facilitator:

Toi Scott

Participants:

After-School tutors

Action Step 2

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise & parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

Language Arts and Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Student Work folders Quizzes, Tests and Interim Assessments Summative Assessment--2014 FCAT 2.0

Facilitator:

Toi Scott

Participants:

Language Arts and Reading Teachers

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

Following the FCIM model, progress monitoring reports and teacher made assessments will determine if instruction must be adjusted to meet goal.

Person or Persons Responsible

LLT

Target Dates or Schedule

biweekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

G1.B1.S2 Students will be given the opportunity to practice reducing textual information to key points.

Action Step 1

Students will be given the opportunity to practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Language Arts & Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments Small group instruction using mini-lessons Quiz, Test and Interim Assessments Summative Assessment- Results of the 2014 FCAT 2.0

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

G1.B1.S3 Students will be given more experience with problem-and-solution-finding activities

Action Step 1

Students will be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships.

Person or Persons Responsible

Language Arts Teachers & Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments Small group instruction using mini-lessons- Quiz, Test and Interim Assessments Summative Assessment- Results of the 2014 FCAT 2.0

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S3

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Littell Literature Series, Quizzes/Tests and Interim Assessments

G1.B2 Based on the results on the 2013 Reading FCAT 2.0, the SWD and ELL Subgroup did not make AMO. Our goal for the SWD subgroup is to increase 10 percentage points, from 36% to 46%. Our goal for the ELL subgroup is to increase 16 percentage points from 26% to 42%. The area of deficiency for the ELL and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.

G1.B2.S1 Students will incorporate the use of Reading Comprehension Strategies in their daily instruction.

Action Step 1

Students will use graphic organizers, summarization activities, Reciprocal Teaching, questioning the author, text marking and encouraging students to read from a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, student work and site generated assessments, including benchmarks assessments

Action Step 2

Students should cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, student work and site generated assessments, including benchmarks assessments

Action Step 3

Students should analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, student work and site generated assessments, including benchmarks assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Mcdougal Littell Literature Series, Quizzes/Tests and Interim Assessments

G1.B3 Based on the results on the 2013 Reading FCAT 2.0, our goal for students scoring a level 3 will increase 8 percentage points, from 26% to 34%. Deficiencies noted on the 2013 FCAT 2.0 administration was Reporting Category 2 : Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose

G1.B3.S1 Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

Students will use graphic organizers, summarization activities, Reciprocal Teaching, questioning the author, text marking and encouraging students to read from a variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including Benchmarks

Action Step 2

Students should cite strong and though textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students should analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G1.B4 Based on the results on the 2013 Reading FCAT 2.0, our goal for students scoring at levels 4-5 will increase 3 percentage points, from 27% to 30%. The area of deficiency for students scoring a levels 4-5, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text due to limited exposure to synthesize and evaluate information.

G1.B4.S1 Students will be provided an opportunity apply reading strategies that will allow them to synthesize and evaluate information from a variety of texts.

Action Step 1

Students' will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Students will be given opportunity to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students' will be exposed to rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G1.B5 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 4-6 will increase 2 percentage points, from 56% to 58%. The area of deficiency for FAA students scoring at levels 4-6, as noted on the 2013 FAA administration was Reading Comprehension limited exposure to multiple genres such as fiction, non-fiction and informational text.

G1.B5.S1 Students will have multiple opportunities to demonstrate the differences between fiction, non-fiction and informational text.

Action Step 1

Students will receive continuous repetition/practice when learning reading concepts. Students will be provided with visual choices as presented in the Florida Alternate Assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

I-Ready Reports, Student work

Action Step 2

Students will be provided with visual choices as presented in the Florida Alternate Assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

I-Ready Reports, Student work

Action Step 3

Students will be provided with visual choices as presented in the Florida Alternate Assessment.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

I-Ready Reports, Student work

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and i-Ready

Plan to Monitor Effectiveness of G1.B5.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests, i-Ready

G1.B6 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 7-9 will increase 1 percentage point, from 19% to 20%. The area of deficiency for FAA students scoring at level 7, as noted on the 2013 FAA administration was Reading Comprehension limited exposure to multiple reads for comprehension.

G1.B6.S1 Students will incorporate multiples reads to master new words.

Action Step 1

Students will determine the correct meaning of a word with multiple meanings in context.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Students will determine the meaning of unknown words using a picture dictionary and digital tools.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students will use visuals to facilitate matching them to an appropriate topic.

Person or Persons Responsible

ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Test and i-Ready

Plan to Monitor Effectiveness of G1.B6.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests, i-Ready

G1.B7 Based on the results on the 2013 Reading FCAT 2.0, our goal for students making learning gains will increase by 3 percentage points, from 71% to 74%. The area of deficiency for students not making learning gains, as noted on the 2013 FCAT 2.0 administration was lacking time on task mastering reading comprehension strategies.

G1.B7.S1 Students will have an opportunity to practice various reading comprehension strategies in the classroom and in interventions.

Action Step 1

Students will continue to participate in the Reading PLUS computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Students will be given the exposure to a variety of activities working with sets of words that are semantically related.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students will be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B7.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G1.B8 Based on the results on the 2013 Reading FCAT 2.0, our goal for students making learning gains in the lowest 25% will increase by 2 percentage points, from 76% to 78%.The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 FCAT 2.0 administration was lack of the exposure to higher order thinking strategies.

G1.B8.S1 Students in the lowest 25% will be required to take an Intensive Reading Course that will focus on the primary tested benchmarks, as well as targeted reading skills.

Action Step 1

Students will be provided instruction utilizing flexible grouping during DI teacher directed or whole group mini lessons to emphasis on areas of weakness.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Students' will have the opportunity read closely to identify relevant details that support comparison and contrast

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

More exposure will be given to research- base practices such as affixes, word sorting, multiple meanings, read-alouds, fluency drills and repeated readings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B8.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--JRN Assessments, Quizzes/Tests and Interim Assessments

G1.B9 Based on the results on the 2013 CELLA, our goal for student proficiency in Listening/Speaking will increase by 5 percentage points, from 50% to 55%. The area of deficiency for ELL students in listening and speaking, as noted on the 2013 CELLA administration is the limited opportunity to listen and speak academic English outside the classroom.

G1.B9.S1 Teachers will use expansion, paraphrase and repetition to model proper use of language while providing support in listening.

Action Step 1

Teachers in the classroom will consistently model the correct use of the language through oral presentations and dramatizations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 2

Think alouds and cooperative learning in the form of group projects will be implemented to provide support during speaking activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments

Action Step 3

Students will engage in ACHIEVE program, computer-based listening/speaking activities embedded in the program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Achieve 3000 reports, Student work and site generated assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B9.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Achieve 3000, Quizzes/Tests and Interim Assessments

G1.B10 Based on the results on the 2013 CELLA, our goal for student proficiency in Reading will increase by 8 percentage points, from 25% to 33%. The area of deficiency for ELL students in Reading, as noted on the 2013 CELLA administration is the limited opportunity to Read outside the classroom.

G1.B10.S1 Teachers will activate prior knowledge and differentiate instruction when presenting new material.

Action Step 1

Build vocabulary daily through the use of Word Walls, vocabulary drills, dictionary activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including Interim Assessments

Action Step 2

Teacher will use C.R.I.S.S. strategies such as graphic organizers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including Interim Assessments

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B10.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G1.B11 Based on the results on the 2013 CELLA, our goal for student proficiency in Writing will increase by 7 percentage points, from 33% to 40%. The area of deficiency for ELL students in Writing, as noted on the 2013 CELLA administration is the limited opportunity to write outside the classroom.

G1.B11.S1 ELL Students will write daily to increase their fluency in the written language.

Action Step 1

Reading Response Journals will be kept by all ELL students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Rubrics will be used by teachers to provide clear criteria for evaluating writing pieces.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Plan to Monitor Fidelity of Implementation of G1.B11.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G1.B11.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Quizzes/Tests and Interim Assessments

G2. The results of the 2012 Postsecondary Readiness in Reading indicate that 70% of all on time graduates are College Ready. Our goal for 2014 is to increase by 3 percentage points to 73%.

G2.B1 Based on the results on the 2013 Reading Post-Readiness data, our goal is to increase Reading Readiness by 3 percentage points, from 70% to 73%. Not all on-time graduates have a desire to attend post-secondary institutions that require a College Ready Score.

G2.B1.S1 Student Services will promote the PERT and other College Readiness Test to all Juniors and Seniors.

Action Step 1

Inform students of their possibilities of obtaining a waiver for the College Entrance Exams

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

ACT/SAT/PERT Enrollment Increases; Increase in College Applications

Action Step 2

College Recruitment blitz during lunch and throughout their English 4 classes

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

ACT/SAT/PERT Enrollment Increases; Increase in College Applications

Action Step 3

English/Reading teachers will reinforce reading strategies to excel in college placement test.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

ACT/SAT/PERT Enrollment Increases; Increase in College Applications

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

Following the FCIM model, Quarterly reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests

G3. The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.

G3.B1 Based on the results on the 2013 FCAT Writes 2.0, our goal for student at a 3.5 will increase by 5 percentage points, from 53% to 58%. The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S1 Students will be given multiple opportunities to write over extended time frames to help develop effective arguments and logical reasoning.

Action Step 1

Formulate a writing plan which includes developing a writing portfolio that showcases all elements of the writing process: pre-writing, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Teachers will model effective writing techniques by using the FCAT 2.0 Writing rubric, exemplar papers, anchor papers, sentence variety, writer's purpose, and how to target an audience.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students will learn how to develop claims and counterclaims fairly.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessment

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G3.B1.S2 Teachers will use the FCAT Writes 2.0 Writing rubric and the exemplar papers to assist students in calibrating their writing skills.

Action Step 1

Students papers will be scored by an independent company to determine what interventions are necessary for achievement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Twice per year

Evidence of Completion

Student work, Write Score

Facilitator:

Ruby Jenkins

Participants:

Grade 10 English Teachers

Action Step 2

Teachers will conduct data chats to assist students with writing needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Interim Assessments

Facilitator:

Ruby Jenkins

Participants:

Grade 10 English Teachers

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

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment, Student generated work, Writing Portfolios

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--McDougal Little Literature Series, Quizzes/Tests and Interim Assessments

G4. The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.

G4.B1 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 4-6 will increase 3 percentage points, from 50% to 53%. The area of deficiency for students scoring at levels 4-6 on the Florida Alternative Assessment is the lack of skills needed to meet mathematics proficiency.

G4.B1.S1 Engage students in mathematical activities that relate to their daily routines in order to reinforce their knowledge of basic mathematical operations and skills.

Action Step 1

Students will demonstrate that skills taught in the classroom will transfer into real world situations such as community based instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

Action Step 2

Students must have continuous review and practice when learning math concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

Action Step 3

Students will learn concepts using manipulatives visuals, number lines and assistive technology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

MSTT/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests

G4.B2 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 7-9 will increase 1 percentage point, from 13% to 14%. The area of deficiency for students scoring 7 or above on the Florida Alternative Assessment is lack the skills needed to solve more complex mathematical problems.

G4.B2.S1 Teachers will effectively implement Access Points.

Action Step 1

Teacher will provide differentiated instruction using Access Points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Susana Alvarez

Participants:

Special Diploma Teachers

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests, Project-based learning

Plan to Monitor Effectiveness of G4.B2.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Project-based learning

G4.B3 Based on the results on the 2013 EOCs and FAA assessments, our goal for students making learning gains will increase by 3 percentage points, from 72% to 75%. The area of deficiency for students not making learning gains, as noted on the 2013 EOC and FAA administration is the lack of experience with solving multi-step equations.

G4.B3.S1 Students will be provided multiple opportunities to practice multi-step equations, especially identifying the correct operation for each step.

Action Step 1

Teachers will develop a format for students to work cooperatively to develop a logical progression of a solution to a mathematical problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated data including benchmarks

Action Step 2

Teachers will develop the practice where students check and reflect on their answer to a problem and decide whether the solution makes sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated data including benchmarks

Action Step 3

Teachers will develop a format for students to present and justify the solution to a mathematical problem using different representations such as written expressions, equations, tables, and graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated data including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

G4.B3.S2 Students will increase experience with the available tools when solving a mathematical problem.

Action Step 1

Teachers will develop a format for students to use concrete tools such as rulers, calculators, and reference sheets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Students will practice on computer-based tools such as Carnegie Learning and Florida Achieves.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 3

Students will use the available textbook on-line resources.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Zoraida Nodarse

Participants:

Algebra 1 and Geometry teachers

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B3.S2

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Quizzes/Tests and Interim Assessments

G4.B4 Based on the results on the 2013 EOCs and FAA assessments, our goal for students in the Lowest 25% making learning gains will increase by 3 percentage points, from 73% to 76%. The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 EOC administration is in the area of constructing viable arguments and critiquing the reasoning of other students and their strategies.

G4.B4.S1 Students will have an opportunity to practice constructing viable arguments and critiquing the the reasoning of other students multiple times.

Action Step 1

Develop a format for students to present and justify the solution to a mathematical problem using different representations such as written expressions, equations, tables, and graphs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G4.B4.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--math book series, Quizzes/Tests and Interim Assessments

G4.B4.S2 Students will increase time on task by participating in supplemental support and additional chances to practice mathematical problem solving.

Action Step 1

Develop the opportunity for students to receive after-school tutoring.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, tutoring logs

Facilitator:

Zoraida Nodarse

Participants:

MTSS/RTI

Action Step 2

Develop an opportunity for students in the Lowest 25% to receive Intensive Math.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Facilitator:

Zoraida Nodarse

Participants:

Math tutors

Plan to Monitor Fidelity of Implementation of G4.B4.S2

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B4.S2

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

Person or Persons Responsible

MTSS-RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Math Book Series, Quizzes/Tests and Interim Assessments

G5. The results of Mathematics assessments indicated that 60% of students met Postsecondary Readiness standards in Mathematics. Our goal is to increase the percent of students meeting college readiness by 4 percentage points to 58%

G5.B1 The results of the mathematics assessments for Postsecondary Readiness will increase 4 percentage points, from 60% to 64%. It was noted that students lacked experience with “mental math” and the available tools when solving a mathematical problem, as well as lacking practice with analytical problem solving

G5.B1.S1 Teachers will use District Pacing Guides to prepare students for the Post-secondary assessments such as: PSAT, SAT, ACT, AND PERT.

Action Step 1

Develop a format for students to review college placement type problems by means of an introduction to the lesson through a “Warm-Up” problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan, student work and site generated data, including benchmarks

Action Step 2

Develop the opportunity for students to receive after-school peer tutoring.

Person or Persons Responsible

National Honor Society Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated data, including benchmarks

Action Step 3

Collaborate to implement activities that promote mental math and the effective use of mathematical tools.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Math Book Series, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments--Math Book Series, Quizzes/Tests and Interim Assessments

G6. Based on the results of the 2013 administration of the Algebra 1 EOC, 52% of the students scored a level 3 or higher. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 57%.

G6.B1 Based on the results of the 2013 administration of the Algebra 1 EOC, 39% of the students scored a level 3. Our goal for the 2013-2014 school year is to increase by 3 percentage points to 42%. Students need increase experience with problem solving in the areas of equations, inequalities, and systems of linear equations. Including planning a solution pathway and making estimations about the solution of a problem.

G6.B1.S1 Students will gain experience with problem solving through vocabulary lessons, cooperative work, and multiple practice.

Action Step 1

Develop a format for students to learn mathematical vocabulary so they can understand the meaning of a mathematical problem. Students will be guided to explain the meaning of variables and units.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generate assessments, including benchmarks

Action Step 2

Develop a format for students to work cooperatively to develop a logical progression of a solution to a mathematical problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generate assessments, including benchmarks

Action Step 3

Develop the practice where students check and reflect on their answer to a problem and decide whether the solution makes sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, site generate assessments, including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

G6.B2 Based on the results of the 2013 administration of the Algebra 1 EOC, 13% of the students scored a levels 4-5. Our goal for the 2013-2014 school year is to increase by 2 percentage points to 15%. Student need more practice in justifying and clarifying their arguments or that of their peers.

G6.B2.S1 Students will be provided the opportunity to construct arguments and critique arguments of peers.

Action Step 1

Teachers will encourage and facilitate students justifying their conclusions, communicating, and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, walkthroughs and site generated assessments, including benchmarks

Action Step 2

Teachers will use online learning programs to build fluency in algebraic concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Reports, Lesson Plans, Benchmark Assessments

Facilitator:

Zoraida Nodarse

Participants:

Algebra Teachers and Intensive Math Teachers

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

G7. Based on the results of the 2013 administration of the Geometry EOC, 55% of the students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase this by 4 percentage points to 59%.

G7.B1 Based on the results of the 2013 administration of the Geometry EOC, indicate that 26% of the students scored a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage point to 29%. Students lack experience with problem solving in situations involving segments, lines, angles, polygons, and circles. Including planning a solution pathway and making estimations about the solution of a problem.

G7.B1.S1 Students will be increase experience with problem solving in situations involving segments, lines, angles, polygons, and circles.

Action Step 1

Develop a format for students to learn mathematical vocabulary, geometrical conjectures and theorems so they can develop a mathematical plan to solve the problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark tests

Action Step 2

Develop a format for students to work cooperatively to develop a logical progression of a solution to a mathematical problem.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark tests

Action Step 3

Develop the practice where students check and reflect on their answer to a problem and decide whether the solution makes sense.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark tests

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

G7.B1.S2 Students need increase experience with the available tools when solving a mathematical problem.

Action Step 1

Develop a format for students to use concrete tools such as rulers, calculators, and Geometry EOC reference sheet.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated tests, including benchmark instruction.

Action Step 2

Develop the practice where students use the available textbook on-line resources. Video Nerd™ is a collection of tutorials; www.interactmath.com gives students the opportunity to complete extra practice problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated tests, including benchmark instruction.

Action Step 3

Develop a routine so students can use computer based tools such as Carnegie Learning and Florida Achieves.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated tests, including benchmark instruction.

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

G7.B2 Based on the results of the 2013 administration of the Geometry EOC, indicate that 29% of the students scored at levels 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 30%. Students have difficulty with two-dimensional geometry.

G7.B2.S1 Students will have increased opportunity to provide statements and reasons in formal or informal proofs of geometric idea.

Action Step 1

Develop lessons where students have an opportunity to distinguish between the proof of a conjecture and an example that supports a conjecture.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark tests

Action Step 2

Apply transformations to polygons to determine congruence, similarity, and symmetry in mathematical and real-world contexts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark tests.

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

Plan to Monitor Effectiveness of G7.B2.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Formative Assessments—Math Book Series, quizzes/tests and Interim Assessments

G8. Based on the results of the 2013 administration of the Biology EOC, 63% of students scored a level 3 or above. Our goal for the 2013-2014 school year is to increase student proficiency by 4 percentage points to 67%

G8.B1 Based on the results of the 2013 administration of the Biology EOC, 43% of the students scored level at a level 3. Our goal for the 2013-2014 school year is to increase student proficiency by 3 percentage points to 46%. In order to increase the number of students scoring a 3 on the 2014 Biology EOC, students must show improvement in Reporting Category : Molecular and Cellular Biology.

G8.B1.S1 Students will have more time to focus on the Molecular and Cellular Biology Reporting category through using a variety of learning strategies.

Action Step 1

Teachers will continue to use item specs to guide instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

classwork/homework, classroom discussions, weekly quizzes, unit tests, and project based learning

Action Step 2

Differentiated instruction to address different learning styles such as more hands on activities and technology

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

classwork/homework, classroom discussions, weekly quizzes, unit tests, and project based learning

Action Step 3

The use of Insight 360 and CPS to monitor student progress on weekly/biweekly benchmark assessments. Data analysis of district interim assessments with students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

classwork/homework, classroom discussions, weekly quizzes, unit tests, and project based learning

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

classwork/homework, classroom discussions, weekly quizzes, unit tests, and project based learning to monitor fidelity.

Plan to Monitor Effectiveness of G8.B1.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

classwork/homework, classroom discussions, weekly quizzes, unit tests, and project based learning to monitor fidelity.

G8.B2 Based on the results of the 2013 administration of the Biology EOC, 20% of the students scored at levels 4-5. Our goal for the 2013-2014 school year is to increase student proficiency by 1 percentage point to 21%. In order to increase the number of students scoring at levels 4-5 on the 2014 Biology EOC, students must show improvement in answering higher order questions.

G8.B2.S1 Student will be exposed to higher order question stems taken from the State's Item Specs.

Action Step 1

1. Teachers will increase students depth of knowledge and ability to break down and answer higher order questions through use of: current events (benchmark related),

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, walkthroughs, and site generated assessments including benchmarks

Action Step 2

Student will write lab reports, using reasoning based on the scientific method.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work and site generated assessments including benchmarks

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

Following FCIM Model, The use of Insight 360 and CPS along with exam view and teacher made questions to monitor student progress on weekly/biweekly benchmark assessments containing higher order questions. Data analysis of higher order questions on district interim assessments with students.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G8.B2.S1

The use of the FCIM. The use of Insight 360 and CPS along with exam view and teacher made questions to monitor student progress on weekly/biweekly benchmark assessments containing higher order questions. Data analysis of higher order questions on district interim assessments with students.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data analysis of higher order questions on district interim assessments with students. Biology EOC

G9. Currently 70% of all Students participate in a STEM related activity. The 2014 goal is to increase this number by 3 percentage points to 73%.

G9.B1 Currently 30 Students participate in a STEM related activities. The 2014 goal is to increase this number by 7 students. Students can choose from over 24 clubs; therefore, the number of students who choose STEM-related clubs is affected.

G9.B1.S1 Increase enrollment in STEM-related extra-curricular activities.

Action Step 1

Increase student exposure and participation in club hosted competitions and showcases such as The Fairchild Challenge, Science fair, SECME, etc.

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

sign-in logs, participant lists

Action Step 2

Showcase various STEM-related organizations in the school's Club Fair.

Person or Persons Responsible

STEM Club Sponsors

Target Dates or Schedule

September 2013

Evidence of Completion

sign-in logs, Club Rush Attendance

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

Continue to promote the STEM extra-curricular activities throughout the school.

Person or Persons Responsible

Math and Science Teachers,STEM Club Sponsors, Activities Director

Target Dates or Schedule

Quarterly

Evidence of Completion

Number of students who sign up during Club Rush.

Plan to Monitor Effectiveness of G9.B1.S1

Review enrollment in clubs such as SECME, Math Honor Society, and the ECO Club

Person or Persons Responsible

Math and Science Teachers and Activities Director

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance logs, Meeting Minutes

G9.B2 Currently 21% of the student populace participates in STEM-related experiences provided for students. The 2014 goal is to increase this number by 8 percentage points for a total of 29%. STEM-related experiences will be offered school wide for competitions such as The Fairchild Challenge.

G9.B2.S1 Students will be identified for higher level STEM-related coursework as early as freshmen/sophomore year. This will help students reach those higher level math/science courses.

Action Step 1

Use the AP Potential data to identify students who may excel in STEM-related coursework, and recruit them into higher level math/science programs.

Person or Persons Responsible

STEM Teachers, and Student Services

Target Dates or Schedule

Twice per year.

Evidence of Completion

Subject Selection, Enrollment increases in STEM-Related courses.

Facilitator:

College Board

Participants:

STEM Teachers, and Student Services

Action Step 2

Math/Science Teachers and Student Services will identify students who have the potential to excel in higher level STEM courses, and recruit them into more challenging coursework.

Person or Persons Responsible

STEM Teachers, and Student Services

Target Dates or Schedule

Twice per year.

Evidence of Completion

Subject Selection, Enrollment increases in STEM-Related courses.

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

Use AP Potential and other indicators such as grades, FCAT/EOC

Person or Persons Responsible

STEM-Related Teachers, and Student Services

Target Dates or Schedule

Twice per Year

Evidence of Completion

College Board Reports, Student Data, NAF Guidelines

Plan to Monitor Effectiveness of G9.B2.S1

Students will be enrolled in more Advanced STEM-related courses.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Subject Selection, Enrollment increases in STEM-Related courses.

G9.B3 Currently the completion rate for students enrolled in accelerated STEM-related courses is 95%. The 2014 goal is to increase this number by 1 percentage point for a total of 96%. Students will use technology to increase exposure to these concepts.

G9.B3.S1 Students enrolled in accelerated STEM-related courses that are struggling will be identified early on to help promote completion.

Action Step 1

Provide support for students enrolled in accelerated STEM-related courses through peer interaction.

Person or Persons Responsible

STEM Teachers/ Club Sponsors

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring logs, club lists

Action Step 2

Provide support for students enrolled in accelerated STEM-related courses through interaction with the Advanced Academics Coordinator.

Person or Persons Responsible

Advanced Academics Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Completion Rate, Meeting logs

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

Use AP Potential and other indicators such as grades, FCAT/EOC

Person or Persons Responsible

STEM-Related Teachers, and Student Services

Target Dates or Schedule

Twice per Year

Evidence of Completion

College Board Reports, Student Data, NAF Guidelines

Plan to Monitor Effectiveness of G9.B3.S1

Students will be enrolled in more Advanced STEM-related courses.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Subject Selection, Enrollment increases in STEM-Related courses.

G9.B4 Currently 7% of all students are taking one or more advanced placement exams for STEM-related courses. The 2014 goal is to increase this number by 9 percentage points to 16%. Students lack the foundational skills in Math and/or Science to enroll in advanced STEM-related courses; therefore, teacher recommendation is limited when articulating to the next level of coursework.

G9.B4.S1 Increase foundational skill to prepare students to qualify for one or more advanced placement or STEM-related courses.

Action Step 1

Collaborate to implement activities that promote STEM related skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

Action Step 2

Develop the opportunity for students to receive after-school peer tutoring.

Person or Persons Responsible

Phi Beta Chi Sponsor

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated data, including benchmarks

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

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G9.B4.S1

The use of the FCIM. The use of Insight 360 and CPS along with exam view and teacher made questions to monitor student progress on weekly/biweekly benchmark assessments containing higher order questions. Data analysis of higher order questions on district interim assessments with students.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Data analysis of higher order questions on district interim assessments with students.

G9.B5 Currently 64 students participate in CTE-STEM program concentrators. The 2014 goal is to increase this number by 10 students for a total of 74.

G9.B5.S1 Continued promotion of higher level courses for students in qualifying base courses. Promotion of continued enrollment in CTE-STEM program courses so that students can complete 3 or more years.

Action Step 1

Increase identification of students in freshmen year with a desire to attempt a STEM course.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in CTE-STEM courses.

Action Step 2

Increased opportunities for students to manage their schedule in order to include CTE-STEM courses during their junior and senior year.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased enrollment in higher level CTE-STEM courses

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Continue to promote the Math and Sciences throughout the school.

Person or Persons Responsible

Math and Science Teachers,

Target Dates or Schedule

Quarterly

Evidence of Completion

Number of students participating in CTE-STEM program concentrators

Plan to Monitor Effectiveness of G9.B5.S1

Review enrollment in high level CTE-STEM courses.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment

G9.B6 Currently the passing rate for students taking the CTE-STEM industry certification exams is 90%. The 2014 goal is to increase this number by 1 percentage point for a total of 91%.

G9.B6.S1 Increased peer review and task application before testing.

Action Step 1

Increase certification exam activities in the CTE classrooms.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan, Student Work

Action Step 2

Incorporate student lead review for certification requirements

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Walk throughs

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Continue to promote certification throughout the school.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increased CTE-STEM passing rate

Plan to Monitor Effectiveness of G9.B6.S1

Increase preparation for industry certification exams.

Person or Persons Responsible

CTE-STEM Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Certification passing rates

G10. Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%.

G10.B1 Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%. CTE teachers lack knowledge of Common Core State Standards for Literacy in Science and Technical Subjects.

G10.B1.S1 CTE teachers will integrate Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE Content area curriculum.

Action Step 1

Expose CTE students to Common Core based lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work

Action Step 2

Release time will be provided to CTE teachers in order to attend training on CCSS Literacy Standards as scheduled by the school or the district.

Person or Persons Responsible

Teachers/administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

MPPs/ or sign-in logs

Facilitator:

Toi Scott

Participants:

CTE Teachers

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

Provide an opportunity for CTE teachers to become CCSS trained.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

MPP and/or Evidence of attendance

Plan to Monitor Effectiveness of G10.B1.S1

CTE Teachers will align the CCSS into their lesson planning.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, lesson plans

G10.B2 Currently 75% of all students are enrolled in accelerated courses. The 2014 goal is to increase this number by 3 percentage points to 78%. Technology needs in terms of software and hardware requirements and students not ready for certification exam in timely manner.

G10.B2.S1 Increase student enrollment in advance CTE courses and increase student achievement of industry certification by 5%.

Action Step 1

CTE teachers will implement state curriculum standards as outlined.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Testing schedule; Results of CTE performance and participation

Action Step 2

CTE department & administration will set up goals and test schedule, using student data.

Person or Persons Responsible

CTE Teachers & administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Testing schedule; Results of CTE performance and participation

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

Student Testing schedule and data.

Person or Persons Responsible

CTE Teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of CTE Performance and Participation for 2014

Plan to Monitor Effectiveness of G10.B2.S1

Increasing the number of students to test CTE Exams

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of 2014 CTE Participation and performance data

G10.B3 Currently 64 students are enrolled in accelerated courses. The 2014 goal is to increase this number by 10 students for a total of 74 students.

G10.B3.S1 Increase enrollment in accelerated courses by identifying students and promoting increased participation in high level courses.

Action Step 1

Increase enrollment in accelerated courses by identifying students with an interest in CTE courses.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Student enrollment

Action Step 2

Promote increased participation in high level CTE courses

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Student enrollment

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

Monitor enrollment in CTE courses.

Person or Persons Responsible

Student Services and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student enrollment in CTE courses.

Plan to Monitor Effectiveness of G10.B3.S1

Increasing the number of students to test CTE Exams

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of 2014 CTE Participation and performance data

G11. The results of our 2013 U.S. History Baseline Benchmark Assessment indicate that 0% of students scored at proficiency. Our goal for the 2013-14 school year is to increase this number by 10 percentage points to 10%.

G11.B1 The results of the 2013 U.S. History EOC indicate that 32% of our students scored in the middle third. Our goal is to decrease the lower third number by 7 percentage points, thus increasing the middle third overall percentage to 39%. It has been determined that students had difficulty transferring Reading skills to the content area.

G11.B1.S1 Students will be exposed to Common Core State Standards (CCSS) to enrich the students understanding of U.S. History content area.

Action Step 1

The teacher will provide activities that allow students to interpret primary and secondary sources of information, using multimedia sources to examine opposing points of view on a variety of issues.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and site generated assessments

Action Step 2

The teacher will provide opportunities for students to write to inform and to persuade.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and site generated assessments

Action Step 3

The teacher will provide opportunities for students to use print and non-print resources to research specific issues related to U.S. History.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and site generated assessments

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

Follow the FCIM, and continue to make changes to lesson plans based on student need.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments and site generated assessments

Plan to Monitor Effectiveness of G11.B1.S1

Follow the FCIM Model

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments and site generated assessments, Results of the 2014 EOC

G11.B2 The results of the 2013 U.S. History EOC indicate that 25% of our students scored in the upper third. Our goal is to increase the upper third by 8 percentage points, thus increasing the upper third overall percentage to 33%. For students who scored in the upper third of the 2013 U.S. History EOC, it has been determined that students have a limited understanding of the U.S. Constitution.

G11.B2.S1 Student will incorporate reading strategies to tackle the reading requirements in the U.S. History EOC and allow them to better understand the U.S. Constitution.

Action Step 1

The teacher will develop students understanding of U.S. History Vocabulary, and provide an opportunity to use them in writing assignments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark testing

Action Step 2

Teachers will infuse the use of text features and its importance in historical documents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark testing

Action Step 3

Teachers will emphasize an in-depth understanding of democratic principles.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmark testing

Action Step 4

Teachers will receive a U.S. History Toolkit with resources available for students.

Person or Persons Responsible

Department Chairperson

Target Dates or Schedule

August 2013

Evidence of Completion

Binder

Facilitator:

Ken Nadaskay

Participants:

U.S. History Teachers

Plan to Monitor Fidelity of Implementation of G11.B2.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quaraterly

Evidence of Completion

Formative Assessments--History Book Series, Quizzes/Tests and Interim Assessments

Plan to Monitor Effectiveness of G11.B2.S1

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

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative Assessments--U.S. History Book Series, Quizzes/Tests and Interim Assessments

G12. Based on the 2013 data for students with Early Warning Signs, our school will reduce the number of students to receive a behavior referral by 1 percentage point from 33% to 32% as well as the suspension rate from 17% to 16%.

G12.B1 Currently, 8% of our students miss 10% or more of available instructional time. Our goal is reduce this by 1 percentage point to 7%.

G12.B1.S1 Counselors and Administrators will review expectations of attendance requirements at grade level orientations within the first week of school.

Action Step 1

Grade levels will compete for number one attendance per nine weeks

Person or Persons Responsible

Ana Roll

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

Action Step 2

Leadership Team will review expectations of attendance and notification of the elimination of activities based on chronic tardiness and/or absenteeism.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

First week of school

Evidence of Completion

PowerPoint and Memo

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

Following the FCIM model, Quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM model, Quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G12.B2 Currently, 235 ninth grade students were absent during the first 20 days of the 2013 school-year. Our goal is to reduce this number by 24 to 211.

G12.B2.S1 Ninth grade students with excessive absences contacted will be monitored by school administration and Student Services.

Action Step 1

Letters will be mailed home informing parents of student attendance issues.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mailed letters, Phone logs

Action Step 2

A Connect-ed Phone message will be sent for every absence.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Phone Logs

Action Step 3

A Social Worker will intervene if the student is considered "excessively" absent.

Person or Persons Responsible

Social Worker

Target Dates or Schedule

Ongoing

Evidence of Completion

Truancy Packets, SCM reports

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

Following the FCIM model, Quarterly data reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G12.B2.S1

Following the FCIM model, Quarterly data reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G12.B3 Currently 12% of ninth grade students fail two or more courses. Our goal is to reduce this number by 1 percentage point to 11%.

G12.B3.S1 Students in danger failing two or more courses will be targeted for credit retrieval.

Action Step 1

An action plan with the Adult Ed. Center will be created to enroll students who are behind in credits.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

Enrollment in VACS system

Action Step 2

Students will receive credit check through student services.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student Service History

Action Step 3

Explore appropriate credit and GPA recovery options with student services (summer school , night school and virtual school).

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Student Service History

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

Following the FCIM model, Credit History checks will be conducted by counselors.

Person or Persons Responsible

Counselors

Target Dates or Schedule

per Semester

Evidence of Completion

District generated reports will be used to monitor grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G12.B3.S1

Following the FCIM model, Credit History reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

per Semester

Evidence of Completion

VACS Screen with completed courses. Credit history reports.

G12.B4 Currently, 14% of our schools have a GPA lower than a 2.0. Our goal is to reduce this number by 1 percentage point to 13%.

G12.B4.S1 Engage in preventative discipline to limit the amount of instructional time lost due to suspensions

Action Step 1

Students receive a copy of the Progressive Code of Discipline at the start of schools.

Person or Persons Responsible

Teachers/administrators

Target Dates or Schedule

First week of school and Ongoing per registration.

Evidence of Completion

Opening of Schools Sign-in log.

Action Step 2

Students who have one behavioral referral will be referred to student services as well.

Person or Persons Responsible

Teachers/Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM history

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Following the FCIM model, Quarterly data reports will be reviewed and instruction/interventions will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

Plan to Monitor Effectiveness of G12.B4.S1

Following the FCIM model, Quarterly data reports will be reviewed and instruction.intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

G12.B4.S2 Students will attend After school and Saturday tutoring

Action Step 1

Honor societies and clubs will offer tutoring to students who need assistance.

Person or Persons Responsible

Club sponsors

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutor/tutoring logs.

Action Step 2

Teachers will offer Extended Learning Opportunities to students who need assistance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

tutoring logs.

Plan to Monitor Fidelity of Implementation of G12.B4.S2

Following the FCIM model, Quarterly data reports will be reviewed and instruction/Intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring logs, performance data

Plan to Monitor Effectiveness of G12.B4.S2

Following the FCIM model, Quarterly data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments--Quizzes/Tests and Interim Assessments

G12.B5 Currently, 33% of our students received two or more behavior referrals in 2013. Our goal is to reduce this number by 1 percentage point to 32%.

G12.B5.S1 Teachers will deter minor behavior conduct through the use of Positive Behavior Support and Classroom Management strategies.

Action Step 1

Teachers will give student an initial "verbal warning" when the student is mildly disruptive.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, Grade-book notes

Action Step 2

Teachers will assign students with mild behavior issues an after-school detention in order to prevent an administrative referral.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Detention logs

Plan to Monitor Fidelity of Implementation of G12.B5.S1

Following the FCIM model, referral data will be reviewed and adjustment to the Progressive Discipline Plan will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Histories

Plan to Monitor Effectiveness of G12.B5.S1

Following the FCIM model, referral data will be reviewed and adjustment to the Progressive Discipline Plan will be made as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM Histories/detentions logs

G13. Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.

G13.B1 According to the 2012 actual data, 2% of students dropped out of school. Our goal is to maintain this number at 2%. Students are dropping out of school because they fall too far behind in credits; and they lack knowledge in alternative pathways to graduation.

G13.B1.S1 Counselors will advise students of alternate pathways to achieve a school diploma.

Action Step 1

Counselors review the semesterization report available to salvage credits and GPA.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM histories, credit history checks, Graduation Rate

Action Step 2

Create an action plan with the Adult Ed. Center to enroll students who are behind in credits.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM histories, credit history checks, Graduation Rate

Action Step 3

Create an action plan to enroll students in FLVS for students who are behind in credits.

Person or Persons Responsible

Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

SCM histories, credit history checks, Graduation Rate

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

Review quarter grades and Credit retrieval data.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades.

Plan to Monitor Effectiveness of G13.B1.S1

Following the FCIM model, Quarterly data reports will be reviewed and intervention will be adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District generated reports will be used to monitor absences and grades. Credit history checks will be done to monitor effectiveness.

G13.B2 According to the 2012 actual data, 81% of students graduated within 4 years. Our goal is to increase this number by 2 percentage points to 83%. Students who are at-risk perform poorly in high-stakes testing; therefore, lack the state requirements for graduation.

G13.B2.S1 At-risk students will be given an opportunity to participate in extended learning opportunities and school-wide incentives geared toward successful outcomes.

Action Step 1

Offer after-school and Saturday tutoring for students who are "retakers" and need a passing score on the Reading FCAT 2.0.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring logs, Student Work

Facilitator:

Toi Scott, Zoraida Nodarse

Participants:

Math and Reading Tutors/Interventionists

Action Step 2

Participation in extra-curricular activities such as dances, class field trips, and night events.

Person or Persons Responsible

Activities Director

Target Dates or Schedule

Ongoing

Evidence of Completion

District Activities Report

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Following the FCIM model, data will be reviewed and adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

District Activities Report, Tutoring Logs, Interim Assessments

Plan to Monitor Effectiveness of G13.B2.S1

Following the FCIM model, data will be reviewed and adjusted as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: Retake FCAT 2.0 assessment, Extra-curricular Participation

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

Southwest Miami High School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Southwest Curriculum Leaders 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; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Southwest Miami High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school) by the Title 1, Part C, Migrant Education Program.

Title I, Part D

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

Title II

n/a

Title III

n/a

Title VI, Part B - NA

Title X- Homeless

Supplemental Academic Instruction (SAI)

Southwest Miami High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Southwest Miami High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Southwest Miami High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Housing Programs -

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. 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 and awareness campaign throughout all the schools. Each school is provided a video and curriculum manual a contest is sponsored by the homeless trust, a community organization.

Head Start

n/a

Adult Education

High school completion courses are available to all eligible Southwest Miami High 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.

Job Training

n/a

Other

- 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.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.

G1.B1 Based on the results on the 2013 Reading FCAT 2.0, the Black Subgroup did not make AMO. The 2014 goal for this group is increase proficiency by 35 percentage points, from 24% to 59%. The area of deficiency noted was on Reporting Category 2: Reading Application due to limited exposure to Author's purpose and Main Idea.

G1.B1.S1 Students will learn to analyze author's choices regarding text structure and elements of fiction.

PD Opportunity 1

Students will attend after-school tutoring to supplement instruction.

Facilitator

Toi Scott

Participants

After-School tutors

Target Dates or Schedule

ongoing

Evidence of Completion

Tutoring Logs, Benchmark Assessments, Summative Assessments

PD Opportunity 2

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise & parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Facilitator

Toi Scott

Participants

Language Arts and Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Student Work folders Quizzes, Tests and Interim Assessments Summative Assessment--2014 FCAT 2.0

G3. The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.

G3.B1 Based on the results on the 2013 FCAT Writes 2.0, our goal for student at a 3.5 will increase by 5 percentage points, from 53% to 58%. The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S2 Teachers will use the FCAT Writes 2.0 Writing rubric and the exemplar papers to assist students in calibrating their writing skills.

PD Opportunity 1

Students papers will be scored by an independent company to determine what interventions are necessary for achievement.

Facilitator

Ruby Jenkins

Participants

Grade 10 English Teachers

Target Dates or Schedule

Twice per year

Evidence of Completion

Student work, Write Score

PD Opportunity 2

Teachers will conduct data chats to assist students with writing needs.

Facilitator

Ruby Jenkins

Participants

Grade 10 English Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Interim Assessments

G4. The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.

G4.B2 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 7-9 will increase 1 percentage point, from 13% to 14%. The area of deficiency for students scoring 7 or above on the Florida Alternative Assessment is lack the skills needed to solve more complex mathematical problems.

G4.B2.S1 Teachers will effectively implement Acces Points.

PD Opportunity 1

Teacher will provide differentiated instruction using Access Points.

Facilitator

Susana Alvarez

Participants

Special Diploma Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and site generated assessments, including benchmarks

G4.B3 Based on the results on the 2013 EOCs and FAA assessments, our goal for students making learning gains will increase by 3 percentage points, from 72% to 75%. The area of deficiency for students not making learning gains, as noted on the 2013 EOC and FAA administration is the lack of experience with solving multi-step equations.

G4.B3.S2 Students will increase experience with the available tools when solving a mathematical problem.

PD Opportunity 1

Students will use the available textbook on-line resources.

Facilitator

Zoraida Nodarse

Participants

Algebra 1 and Geometry teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G4.B4 Based on the results on the 2013 EOCs and FAA assessments, our goal for students in the Lowest 25% making learning gains will increase by 3 percentage points, from 73% to 76%. The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 EOC administration is in the area of constructing viable arguments and critiquing the reasoning of other students and their strategies.

G4.B4.S2 Students will increase time on task by participating in supplemental support and additional chances to practice mathematical problem solving.

PD Opportunity 1

Develop the opportunity for students to receive after-school tutoring.

Facilitator

Zoraida Nodarse

Participants

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, tutoring logs

PD Opportunity 2

Develop an opportunity for students in the Lowest 25% to receive Intensive Math.

Facilitator

Zoraida Nodarse

Participants

Math tutors

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site generated assessments, including benchmarks

G6. Based on the results of the 2013 administration of the Algebra 1 EOC, 52% of the students scored a level 3 or higher. Our goal for the 2013-2014 school year is to increase by 5 percentage points to 57%.

G6.B2 Based on the results of the 2013 administration of the Algebra 1 EOC, 13% of the students scored a levels 4-5. Our goal for the 2013-2014 school year is to increase by 2 percentage points to 15%. Student need more practice in justifying and clarifying their arguments or that of their peers.

G6.B2.S1 Students will be provided the opportunity to construct arguments and critique arguments of peers.

PD Opportunity 1

Teachers will use online learning programs to build fluency in algebraic concepts.

Facilitator

Zoraida Nodarse

Participants

Algebra Teachers and Intensive Math Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Program Reports, Lesson Plans, Benchmark Assessments

G9. Currently 70% of all Students participate in a STEM related activity. The 2014 goal is to increase this number by 3 percentage points to 73%.

G9.B2 Currently 21% of the student populace participates in STEM-related experiences provided for students. The 2014 goal is to increase this number by 8 percentage points for a total of 29%. STEM-related experiences will be offered school wide for competitions such as The Fairchild Challenge.

G9.B2.S1 Students will be identified for higher level STEM-related coursework as early as freshmen/sophomore year. This will help students reach those higher level math/science courses.

PD Opportunity 1

Use the AP Potential data to identify students who may excel in STEM-related coursework, and recruit them into higher level math/science programs.

Facilitator

College Board

Participants

STEM Teachers, and Student Services

Target Dates or Schedule

Twice per year.

Evidence of Completion

Subject Selection, Enrollment increases in STEM-Related courses.

G10. Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%.

G10.B1 Currently 33% of all Students are enrolled in a CTE course. The 2014 goal is to increase this number by 6 percentage points to 39%. CTE teachers lack knowledge of Common Core State Standards for Literacy in Science and Technical Subjects.

G10.B1.S1 CTE teachers will integrate Common Core Reading Standards for Literacy in Science and Technical Subjects into CTE Content area curriculum.

PD Opportunity 1

Release time will be provided to CTE teachers in order to attend training on CCSS Literacy Standards as scheduled by the school or the district.

Facilitator

Toi Scott

Participants

CTE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

MPPs/ or sign-in logs

G11. The results of our 2013 U.S. History Baseline Benchmark Assessment indicate that 0% of students scored at proficiency. Our goal for the 2013-14 school year is to increase this number by 10 percentage points to 10%.

G11.B2 The results of the 2013 U.S. History EOC indicate that 25% of our students scored in the upper third. Our goal is to increase the upper third by 8 percentage points, thus increasing the upper third overall percentage to 33%. For students who scored in the upper third of the 2013 U.S. History EOC, it has been determined that students have a limited understanding of the U.S. Constitution.

G11.B2.S1 Student will incorporate reading strategies to tackle the reading requirements in the U.S. History EOC and allow them to better understand the U.S. Constitution.

PD Opportunity 1

Teachers will receive a U.S. History Toolkit with resources available for students.

Facilitator

Ken Nadaskay

Participants

U.S. History Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Binder

G13. Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.

G13.B2 According the the 2012 actual data, 81% of students graduated withing 4 years. Our goal is to increase this number by 2 percentage points to 83%. Students who are at-risk perform poorly in high-stakes testing; therefore, lack the state requirements for graduation.

G13.B2.S1 At-risk students will be given an opportunity to participate in extended learning opportunities and school-wide incentives geared toward successful outcomes.

PD Opportunity 1

Offer after-school and Saturday tutoring for students who are "retakers" and need a passing score on the Reading FCAT 2.0.

Facilitator

Toi Scott, Zoraida Nodarse

Participants

Math and Reading Tutors/Interventionists

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring logs, Student Work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.	\$16,499
G3.	The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.	\$5,500
G4.	The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.	\$13,500
G13.	Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.	\$10,000
Total		\$45,499

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Personnel	Total
Title 1-B	\$10,000	\$0	\$0	\$12,000	\$22,000
SAC	\$3,500	\$10,999	\$3,500	\$0	\$17,999
Discretionary	\$0	\$0	\$5,500	\$0	\$5,500
Total	\$13,500	\$10,999	\$9,000	\$12,000	\$45,499

Budget Details

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

G1. The results of the 2013 Reading FCAT 2.0 and FAA assessments indicate that 56% of the students scored at proficiency. Our goal for the 2013-2014 school-year is to increase by 8 percentage points to 64%.

G1.B1 Based on the results on the 2013 Reading FCAT 2.0, the Black Subgroup did not make AMO. The 2014 goal for this group is increase proficiency by 35 percentage points, from 24% to 59%. The area of deficiency noted was on Reporting Category 2: Reading Application due to limited exposure to Author's purpose and Main Idea.

G1.B1.S1 Students will learn to analyze author's choices regarding text structure and elements of fiction.

Action Step 1

Students will attend after-school tutoring to supplement instruction.

Resource Type

Evidence-Based Program

Resource

Monies will be spent on hourly teacher pay.

Funding Source

Title 1-B

Amount Needed

\$5,000

Action Step 2

Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise & parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Resource Type

Evidence-Based Program

Resource

After-School/ Saturday tutoring

Funding Source

Title 1-B

Amount Needed

\$5,000

G1.B2 Based on the results on the 2013 Reading FCAT 2.0, the SWD and ELL Subgroup did not make AMO. Our goal for the SWD subgroup is to increase 10 percentage points, from 36% to 46%. Our goal for the ELL subgroup is to increase 16 percentage points from 26% to 42%. The area of deficiency for the ELL and SWD subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application.

G1.B2.S1 Students will incorporate the use of Reading Comprehension Strategies in their daily instruction.

Action Step 3

Students should analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Resource Type

Evidence-Based Program

Resource

Proposals from the Faculty will be reviewed by the School Advisory Council to determine funding for requested Evidence-Based programs.

Funding Source

SAC

Amount Needed

\$3,500

G1.B8 Based on the results on the 2013 Reading FCAT 2.0, our goal for students making learning gains in the lowest 25% will increase by 2 percentage points, from 76% to 78%.The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 FCAT 2.0 administration was lack of the exposure to higher order thinking strategies.

G1.B8.S1 Students in the lowest 25% will be required to take an Intensive Reading Course that will focus on the primary tested benchmarks, as well as targeted reading skills.

Action Step 1

Students will be provided instruction utilizing flexible grouping during DI teacher directed or whole group mini lessons to emphasis on areas of weakness.

Resource Type

Other

Resource

FCAT incentives will be purchased to recognize student achievement.

Funding Source

SAC

Amount Needed

\$2,999

G3. The results of the 2013 FCAT Writes 2.0 indicate that 53% scored at a proficiency. Our goal for the 2013-14 school year is to increase by 5 percentage points to 58%.

G3.B1 Based on the results on the 2013 FCAT Writes 2.0, our goal for student at a 3.5 will increase by 5 percentage points, from 53% to 58%. The area of deficiency as noted on the 2013 FCAT Writes 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples, and reasoning to support effective arguments.

G3.B1.S2 Teachers will use the FCAT Writes 2.0 Writing rubric and the exemplar papers to assist students in calibrating their writing skills.

Action Step 1

Students papers will be scored by an independent company to determine what interventions are necessary for achievement.

Resource Type

Evidence-Based Materials

Resource

Write Score

Funding Source

Discretionary

Amount Needed

\$5,500

G4. The results of the 2013 Mathematics assessments using the Algebra 1 EOC, Geometry EOC, and FAA indicate that 60% achieved proficiency, therefore meeting our AMO target goal of 49% for the 2013-2014 school-year.

G4.B1 Based on the results on the 2013 Reading FAA, our goal for students scoring at levels 4-6 will increase 3 percentage points, from 50% to 53%. The area of deficiency for students scoring at levels 4-6 on the Florida Alternative Assessment is the lack of skills needed to meet mathematics proficiency.

G4.B1.S1 Engage students in mathematical activities that relate to their daily routines in order to reinforce their knowledge of basic mathematical operations and skills.

Action Step 3

Students will learn concepts using manipulatives visuals, number lines and assistive technology.

Resource Type

Evidence-Based Materials

Resource

The School Advisory Council will accept Faculty proposals to determine which requests will be honored.

Funding Source

SAC

Amount Needed

\$3,500

G4.B3 Based on the results on the 2013 EOCs and FAA assessments, our goal for students making learning gains will increase by 3 percentage points, from 72% to 75%. The area of deficiency for students not making learning gains, as noted on the 2013 EOC and FAA administration is the lack of experience with solving multi-step equations.

G4.B3.S2 Students will increase experience with the available tools when solving a mathematical problem.

Action Step 2

Students will practice on computer-based tools such as Carnegie Learning and Florida Achieves.

Resource Type

Personnel

Resource

Tutorial Services

Funding Source

Title 1-B

Amount Needed

\$5,000

G4.B4 Based on the results on the 2013 EOCs and FAA assessments, our goal for students in the Lowest 25% making learning gains will increase by 3 percentage points, from 73% to 76%. The area of deficiency for the students in the Lowest 25% not making learning gains, as noted on the 2013 EOC administration is in the area of constructing viable arguments and critiquing the reasoning of other students and their strategies.

G4.B4.S2 Students will increase time on task by participating in supplemental support and additional chances to practice mathematical problem solving.

Action Step 1

Develop the opportunity for students to receive after-school tutoring.

Resource Type

Personnel

Resource

Monies will be spent on hourly pay for tutors.

Funding Source

Title 1-B

Amount Needed

\$5,000

G13. Based on the 2012 Federal Uniform Rate, 81% of students graduated within four years. Our goal is to increase by 2 percentage points to 83%.

G13.B2 According the the 2012 actual data, 81% of students graduated withing 4 years. Our goal is to increase this number by 2 percentage points to 83%. Students who are at-risk perform poorly in high-stakes testing; therefore, lack the state requirements for graduation.

G13.B2.S1 At-risk students will be given an opportunity to participate in extended learning opportunities and school-wide incentives geared toward successful outcomes.

Action Step 1

Offer after-school and Saturday tutoring for students who are "retakers" and need a passing score on the Reading FCAT 2.0.

Resource Type

Personnel

Resource

Monies will be spent on hourly pay after school.

Funding Source

Title 1-B

Amount Needed

\$2,000

Action Step 2

Participation in extra-curricular activities such as dances, class field trips, and night events.

Resource Type

Other

Resource

Junior/Senior Olympics (\$3,000) & College Road Trip (\$5,000)

Funding Source

SAC

Amount Needed

\$8,000