2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Beach Senior High School

2231 PRAIRIE AVE

Miami Beach, FL 33139

305-532-4515

http://miamibeachhigh.dadeschools.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	76%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	A	A	B

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Miami Beach Senior High School

Principal
John Donohue J

School Advisory Council chair
Carlos Rodriguez

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

Name	Title
John Donohue	Principal
Chandrell Larkin	Assistant Principal
Ramon Patrice	Assistant Principal
Christopher Gonzalez	Assistant Principal
James Barker	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward-1 , Teachers-5 , Parents -5 , Educational Support -1 , Students -3 , Business Community Representative -1.

Involvement of the SAC in the development of the SIP

The SAC members reviewed the SIP at the close of the 2012-2013 school year and will review and comment during the first SAC meetings at the beginning of the 2013-2014 school year.

Activities of the SAC for the upcoming school year

SAC will assist in the development of the SIP during the first SAC meetings at the beginning of the 2013-2014 school year and will continuously monitor the implementation of SIP during the school year.

SAC will check and review data and will work in collaboration with MTSS/RTI Literacy Leadership Teams.

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

The school improvement funds will be used for FCAT/EOC incentives ($2,999), Measurement Inc., FOLIO Writing Program ($6,000), and Renaissance Place for Accelerated Reading ($3,100).

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:

John Donohue J		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	B.A.- Sports Administration M.A.- Health, Physical Education and Recreation ED.S.- Education Certifications: Biology and Educational Leadership
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Algebra I EOC Proficiency 46% Geometry EOC Proficiency 53% Reading Learning Gains 69% Mathematics Learning Gains: 60% Reading Lowest 25%: 74% Mathematics Lowest 25%: 57% Biology EOC Proficiency: 55% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: A Reading Proficiency: 54%, Algebra I EOC y 46% Geometry EOC Mastery 46% Reading Learning Gains 64% Reading Lowest 25%: 64% Biology EOC Proficiency: 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Hialeah Senior High School 2009-2010: School Grade: C Reading Mastery: 36%, Learning Gains 47%, Lowest 25%: 73% Math Mastery: 69%, Learning Gains 76%, Lowest 25%: 73% Hialeah Senior High School 2008-09: School Grade: D, Reading Mastery: 30%, Learning Gains 26%, Lowest 25%: 48% Math Mastery: 62% Learning Gains 69%, Lowest 25%: 65% AYP: not achieved.

Ramon Patrice		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	B.A. Political Science M.S. Educational Leadership Certified: Social Studies 6-12, Educational Leadership K-12
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Algebra I EOC Proficiency 46% Geometry EOC Proficiency 53% Reading Learning Gains 69% Mathematics Learning Gains: 60% Reading Lowest 25%: 74% Mathematics Lowest 25%: 57% Biology EOC Proficiency: 55% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: A Reading Proficiency: 54%, Algebra I EOC y 46% Geometry EOC Mastery 46% Reading Learning Gains 64% Reading Lowest 25%: 64% Biology EOC Proficiency: 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Beach Senior High School 2009-2010: School Grade: NA, Reading Mastery:47% Learning Gains 55%, Lowest 25%: 62% Math Mastery: 73 AYP: not achieved Miami Beach Senior High School 2008-09: School Grade: B, Reading Mastery: 44%, Learning Gains 33%, Lowest 25%: 56% Math Mastery: 74% Learning Gains 76%, Lowest 25%: 72% AYP: not achieved.

James Barker		
Asst Principal	Years as Administrator: 17	Years at Current School: 2

Credentials	B.A.- Sports Administration M.A.- Health, Physical Education and Recreation Certifications: Biology and Educational Leadership
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Algebra I EOC Proficiency 46% Geometry EOC Proficiency 53% Reading Learning Gains 69% Mathematics Learning Gains: 60% Reading Lowest 25%: 74% Mathematics Lowest 25%: 57% Biology EOC Proficiency: 55% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: Pending Reading Mastery: 54%, Learning Gains 64%, Lowest 25%: 64% Algebra I EOC Mastery 47%, Geometry EOC Mastery 54% Biology EOC Mastery 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Beach Senior High School 2009-2010: School Grade: NA, Reading Mastery:47% Learning Gains 55%, Lowest 25%: 62% Math Mastery: 73 AYP: not achieved Miami Beach Senior High School 2008-09: School Grade: B, Reading Mastery: 44%, Learning Gains 33%, Lowest 25%: 56% Math Mastery: 74% Learning Gains 76%, Lowest 25%: 72% AYP: not achieved.

Chandrell Larkin		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	B.S.-Psychology M.S.- Mathematics Education ED.S.-Educational Leadership
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Algebra I EOC Proficiency 46% Geometry EOC Proficiency 53% Reading Learning Gains 69% Mathematics Learning Gains: 60% Reading Lowest 25%: 74% Mathematics Lowest 25%: 57% Biology EOC Proficiency: 55% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: A Reading Proficiency: 54%, Algebra I EOC y 46% Geometry EOC Mastery 46% Reading Learning Gains 64% Reading Lowest 25%: 64% Biology EOC Proficiency: 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Northwestern Senior High 2007-2008 School Grade: D Reading Mastery: 17%, Learning Gains 41%, Lowest 25%: 58% Math Mastery: 45%, Learning Gains 74%, Lowest 25%: 75% AYP: not achieved

Christopher Gonzalez		
Asst Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	B.S.-Sports Medicine, Athletic Training M.S.-Educational Leadership
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Algebra I EOC Proficiency 46% Geometry EOC Proficiency 53% Reading Learning Gains 69% Mathematics Learning Gains: 60% Reading Lowest 25%: 74% Mathematics Lowest 25%: 57% Biology EOC Proficiency: 55% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: A Reading Proficiency: 54%, Algebra I EOC y 46% Geometry EOC Mastery 46% Reading Learning Gains 64% Reading Lowest 25%: 64% Biology EOC Proficiency: 47% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% Math Mastery: 77%, Learning Gains 76%, Lowest 25%: 72% AYP: not achieved Miami Carol City Senior 2009-2010 School Grade: Pending Reading Mastery: 18%, Learning Gains 37%, Lowest 25%: 76% Math Mastery: 58%, Learning Gains 72%, Lowest 25%: 76% AYP: not achieved Miami Carol City Senior 2008-2009 School Grade: D Reading Mastery: 16%, Learning Gains 12%, Lowest 25%: 52% Math Mastery: 54%, Learning Gains 74%, Lowest 25%: 81% AYP: not achieved

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gail Slatko

Full-time / School-based	Years as Coach: 20	Years at Current School: 6

Areas	Reading/Literacy
Credentials	B.S. Exceptional Student Education M.S. Exceptional Student Education Certifications: Reading K-12, Varying Exceptionalities K-12, Specific Learning Disabilities K-12, Emotional Handicapped K-12 and Mentally Handicapped K-12
Performance Record	Miami Beach Senior High School 2012-2013 School Grade: Pending Reading Proficiency: 56%, Reading Learning Gains 69% Reading Lowest 25%: 74% AMO Progress: Miami Beach Senior High School 2011-2012 School Grade: A Reading Proficiency: 54%, Reading Learning Gains 64% Reading Lowest 25%: 64% AMO Progress: Miami Beach Senior High School 2010-2011 School Grade: A Reading Mastery: 50%, Learning Gains 54%, Lowest 25%: 53% AYP: not achieved Miami Beach Senior High School 2009-2010: School Grade: NA, Reading Mastery:47% Learning Gains 55%, Lowest 25%: 62% AYP: not achieved Miami Beach Senior High School 2008-09: School Grade: B, Reading Mastery: 44%, Learning Gains 33%, Lowest 25%: 56% AYP: not achieved.

Classroom Teachers

# of classroom teachers
121

 # receiving effective rating or higher
119, 98%

 # Highly Qualified Teachers
56%

 # certified in-field
68, 56%

 # ESOL endorsed
21, 17%

 # reading endorsed
12, 10%

 # with advanced degrees
61, 50%

 # National Board Certified
5, 4%

 # first-year teachers
4, 3%

 # with 1-5 years of experience
20, 17%

 # with 6-14 years of experience
57, 47%

 # with 15 or more years of experience
40, 33%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

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

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

National Board Certified teachers and Department chairpersons aid in the support and retention of effective teachers. Teachers are recruited through advertising on the school and district's website. A well-worded promotional advertisement is placed on the website along with contact information. New teachers are assigned peer mentors who provide the necessary support which enables retention of highly qualified and effective teachers (Principal is responsible).

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

New teachers are strategically placed with a Highly Qualified mentor within their department. In order to ensure on-going and effective instruction these teachers share a common planning. The Common Planning time also enables teachers observe each others techniques and instructional practices as well as provide an opportunity to discuss areas of improvement.

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

Miami Beach Senior High has a diversity of data based means which support the problem solving process for the implementation and monitoring of MTSS/RTI, and the effectiveness of this instruction thorough the implementation of different tiers. Edusoft is utilized to dig into the school data, and address the effectiveness of instruction and student learning at all levels. The administration meets with the teachers in small groups to review the data, and the teachers have continual data chats with the students to reflect upon the data as well, as the need for additional support for the lowest performing students lead to the creation and implementation of intensive classes in Reading and Math. Tutoring is offered on Saturdays and after school as an additional support to students primarily in tier 2 consisting of targeted supplemental interventions as well as Tier 3 which consists of more intensive individualized interventions and adds additional support to student and teachers . Tier 3 is ordinarily where we have a greater number of students in intensive classes , as well as in small group tutoring and FCAT 2.0 review classes.

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

The school based leadership team at Miami Beach Senior High is comprised of the principal, assistant principal, reading coach, math department chair, Special Education Department Chair, Gifted department chair, Special education teachers, counselors, school psychologist, clinician and Social worker. The school leadership RTI team meets on a weekly basis. Each department chair is responsible for assisting in the administration in verifying the MTSS /RTI strategies, per the data are being implemented in the classes and these efforts are supported by the parents and students as well.

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

The school leadership team monitors the fidelity of the school's MTSS/SIP through the administrative walk throughs and the continuous reflecting upon the data provide through Edusoft. The administration conducts data chats to review all pertinent testing information with each teacher. The teachers then meet with the administrator who oversees their department and describes in detail using the form provided by the administration, individual and class trends. This information provides the teacher and the administration vital information that supports the integrity of the implementation of MTSS/RTI throughout the school . The teachers meet on an individual basis with each student conducting their own data chat, and identifying any common trends in the data, that would support the need for progress monitoring, and more differentiated instruction.

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

Miami Beach Senior High School uses Edusoft to analyze data. The leadership team focuses on how to develop and maintain a problem solving system to best serve our teachers,students and school data documents are created using the FLDOE content focus information from the last three administrations of the FCAT 2.0. Data is reviewed at the open of each school year to provide the teachers and opportunity to reflect upon their teaching and address any areas of concern, or areas in need of additional supports.

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

MTSS /RTI will be supported at Miami Beach Senior High through a diversity of methods. Administrative walk-throughs, lesson plans, student work folders as well as student grades all serve as supports to further teacher, staff, and parent understanding of MTSS/RTI . School wide data chats will also serve as a support and provide pertinent information as to the implementation of MTSS. The administration will work with teachers in small groups assisting with the implementation and follow through of these concepts, while reviewing baseline data, and interim data from Baseline and Fair Testing. Teachers, likewise will meet with students in small groups to determine understanding, and verify the implementation of MTSS.

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: Weekend Program

Minutes added to school year: 1,200

Miami Beach Senior High School offers extended learning time for students after school and on Saturdays. After school tutoring is offered to students , as well as Saturday Tutoring for the eight weeks prior to FCAT 2.0. Teachers also provide students with additional instructional opportunities after school with ACT and SAT review classes, as well as Dual Enrollment opportunities in the Academy of Hospitality and Tourism. The enriched and accelerated curriculum we provide consists of specific course work in the IB curriculum, AVID curriculum and a variety AP course offerings . All of the above provide a enriched and accelerated curriculum. All classes at MBSH incorporate a rigorous curriculum. Some of the research based strategies utilized in the classes are Cornell note taking, the use of Rubrics, Costa's levels of questioning, and Webb's Depth of Knowledge.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

AVID data is shown through 98% of students attending college after graduating from Miami Beach Senior High. AP test scores and passing rates indicate the intensity and rigor of the Advance Placement classes. The IB program offers an enriched and accelerated curriculum while maintaining the integrity of higher level thinking skills with over 95% of students passing the IB Exam. Edusoft and FCAT 2.0 data are also collected and reviewed to determine the effectiveness of the extended school strategy, solidifying the implementation on a continual basis.

Who is responsible for monitoring implementation of this strategy?

The administrative team supports and monitors the after school tutoring as well the rigor based initiatives such as AVID, IB, and AP classes. Each program and or academy is appointed by the administration a coordinator and or program leader who also is responsible for overseeing the implementation of an enriched curriculum. It is the responsibility of the administration to oversee the extended learning strategies and implementation of the Saturday FCAT 2.0 tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Gail Slatko	Reading Department chair /Reading Coach coach
David Reese	English Department Chair
Megan Fitzpatrick	Math Department Chair
Rosemary Melinik	Science Department Chair
Toni Harmony	Physical Education Department Chair
Nina Duval	Fine Arts Department Chair
John Ermer	Social Studies Department Chair

Name	Title
Charmaine Williams	Student Services Department Chair
Maggie Guenin	Gifted Department Chair
Ashley Pines	Special Education Department Chair
David Schmidt	Business Department Chair
John Donohue	Principal
Chandrell Larkin	Assistant Principal for Curriculum
Christopher Gonzalez	Assistant Principal
Ramon Patrice	Assistant Principal
James Barker	Assistant Principal
Anna Sevillanos	Testing Chair/ELL Chair
Pamela Taylor	English Department Teacher
Reina Roffe	Foreign Language

How the school-based LLT functions

The school -based LLT team is comprised of a diversity of teachers, and integral staff, as well as the administration who are entrusted by the faculty to oversee the the decision making process regarding school wide improvement in literacy. The LLT is inclusive of all leadership staff in the school . The Literacy leadership Team meets twice a month to disseminate data and discuss the implementation of school wide writing and reading strategies, and provide the necessary professional development opportunities where needed. The decisions made during these meetings are discussed with each department where information is relayed to all of the faculty during common planning meetings, as well as during faculty meetings.

Major initiatives of the LLT

MBSH Literacy Leadership Team will disaggregate the student performance data, create instructional focus calendars and curriculum maps, and review the previous year's School Improvement Plan. The Committee will determine which strategies are the most effective at improving student achievement and brainstorm new strategies to address all sub - groups in a cohesive effort to raise student achievement. Members of the LLT will also participate in the writing of the SIP. The LLT team will meet during the summer, in what we termed, Summer Institute to develop a comprehensive school wide calendar for all aspects of school operations including school wide reading strategies, Reading Coherence Model, and State your Claim and Prove It, the continuation of rubric training, ELL strategies used in context in the classroom, as well as the use of two column notes. It is a school-wide initiative that all teachers will implement the use of two column notes in all classes, as well as vocabulary focus on the SAT and ACT word of the day.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are implemented in all content areas. The initiatives previously discussed are implemented as school-wide initiatives. All staff is offered the opportunity to participate in a professional development that focuses on reading strategies, and provides them with the necessary tools and strategies to be effective. The LLT monitors the implementation of school-wide literacy strategies across the curriculum . The consistent use of Data chats both by teachers and the administration ensure that every teacher is implementing these reading strategies to all students in all classes.

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

MBSH has eight different academies which enhance student's high school career by providing not only relevance, but real world experience. Each academy offers a diversity of electives and core academic courses that focus on the fastest growing industries, such as the Academy of Hospitality and Tourism. Professionals from the community come to speak to students, providing them with the opportunity to participate in career oriented internships. The AVID (Advancement Via Individual Determination) program continues to grow and promotes college with a proven rate of 985 of students attending college after graduating fro MBSH AVID program. The number of AP exams has also significantly increased to 1477 in 2012 which is 161 more AP tests than in 2011.

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

MBSH students are required to join an academy their freshman year. Each academy markets their program to the student body through an academy fair , targeting individual students who would be a good fit for that academy. Students continue to meet with their counselors to plan course work, and faculty members in each academy who have specialized training in the information pertaining to their academy. The CAP advisor will meet with each student by their junior year to plan for post secondary options. Beach Outreach/homeroom is another opportunity for the teachers to promote and advise in regards to post secondary education opportunities.

Strategies for improving student readiness for the public postsecondary level

The college assistance program (CAP) Advisor, Career Counselor, Internship Coordinator and counselors work together to ensure that students not only meet graduation requirements, but follow a challenging curriculum, and maintain academic excellence. The CAP advisor guides students through the college application process to ensure that all seniors meet all application requirements and deadlines. Tutoring is also available on Saturdays for FCAT 2.0 , and ACT/SAT tutoring is available during the school year. The homeroom also serves as an additional opportunity to rely information to students regarding secondary education options and the individuals who could help facilitate the transition.

Expected Improvements

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	62%	58%	No	66%
American Indian				
Asian	78%	53%	No	81%
Black/African American	49%	44%	No	54%
Hispanic	58%	55%	No	62%
White	78%	29%	No	80%
English language learners	40%	19%	No	46%
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	53%	49%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	297	24%	31%
Students scoring at or above Achievement Level 4	393	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	21%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	125	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	91	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	85	34%	41%

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.	125	66%	69%

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	422	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	393	32%	33%

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	47%	60%	Yes	52%
American Indian				
Asian				
Black/African American	39%	44%	Yes	45%
Hispanic	45%	56%	Yes	51%
White	54%	32%	No	59%
English language learners	47%	46%	No	52%
Students with disabilities	36%	32%	No	42%
Economically disadvantaged	44%	52%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		17%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		51%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		60%	64%
Students in lowest 25% making learning gains (EOC)		57%	61%

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.		54%	59%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	36%	39%
Students scoring at or above Achievement Level 4	43	10%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	33%	37%
Students scoring at or above Achievement Level 4	103	20%	21%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	193	34%	37%
Students scoring at or above Achievement Level 4	118	21%	22%

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)	18		20
Participation in STEM-related experiences provided for students	920	40%	45%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	598	26%	30%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		26%	30%
Students taking one or more advanced placement exams for STEM-related courses	324	14%	20%
CTE-STEM program concentrators	13		30
Students taking CTE-STEM industry certification exams	662	29%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		43%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	600	26%	30%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	282	12%	20%
Completion rate (%) for CTE students enrolled in *accelerated* courses		12%	20%
Students taking CTE industry certification exams	662	28%	35%
Passing rate (%) for students who take CTE industry certification exams		43%	50%
CTE program concentrators	16	55%	60%
CTE teachers holding appropriate industry certifications	5	100%	100%

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	468	18%	17%
Students in ninth grade with one or more absences within the first 20 days	83	14%	10%
Students in ninth grade who fail two or more courses in any subject	172	26%	25%
Students with grade point average less than 2.0	421	18%	17%
Students who fail to progress on-time to tenth grade	8	1%	1%
Students who receive two or more behavior referrals	663	27%	26%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	452	18%	17%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	27	1%	1%
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)	394	75%	77%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	68	59%	61%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	365	71%	73%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We are a Title I school and have completed the online PIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.

G2. The results of the 2013 PERT indicate that 66% of on time graduates scored proficient, and considered college ready. Our Goal for the 3013-2014 school year is to increase to 69% , and increase of 3%.

G3. On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.

G4. On the 2013 Math EOC 60% of students met their target goal. The goal is to maintain or exceed the goal of 52% for the 2013-2014 school year.

G5. The resutls of the Postsecondary Readiness (on-time graduates) show 54% profiencent the goal for the 2013-2014 school year is to increase of 5% to 59%.

G6. The results of the 2013 Algebra 1 End-of-Course Exam indicated that 46% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points, from 46% to 51%.

G7. The results of 2013 Geometry End-of-Course Exam indicate that 53% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to increase this percentage by 5% points from 53% to 58%.

G8. On the 2013 EOC for Biology, 55% of the students scored at Level 3 or above. The goal for the 2014 school year is to increase proficiency to 59%, demonstrating a 4% increase.

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to students by increasing the participation in competitions, activities and enrollment in STEM related courses.

G10. In 2013, 342 students passed an Industry Certification Exam. The goal for the 2013-2014 school year is to increase the percentage of students passing the Industry Certification Exams by 10%.

G11. According to the 2013 U.S. History EOC 54% of students scored in the bottom third. The goal for the 2014 U. S. History EOC is to increase the percent of student scoring proficiency by 5%.

G12. Results of the 2013-2013 Performance data indicates that 1% of all students dropped out of school , goal is to decrease this amount in 2014.

G13. Through the monitoring of Early warning Systems, our school will decrease the overall percentage of students who miss 10% or more of instructional time while decreasing the number of students with referrals and GPA's less then 2.0.

Goals Detail

G1. On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Teachers, 6 levels of Intensive Reading Courses, Reading Coach, Reading Interventionists

- Reading Plus, Accelerated Reader

Targeted Barriers to Achieving the Goal

- In 2013, 19% of ELL students met the target goal on the FCAT Reading 2.0, the target goal for 2014 is 46%. 29% of SWD students met the goal on FCAT 2.0 2013, the target for this subgroup in 2014 is 42%. Also, 49% of ED students met the target goal for reading on the 2013 administration of the FCAT Reading 2.0 which did not meet the AMO target, the goal for 2014 is 58%. All three subgroups are deficient in Reporting Category 1: Vocabulary.

- In 2013 FCAT 2.0 reading data indicates that 29% of white students were proficient, the goal for the 2013-2014 school is to increase that percentage by 13 points to 42%. The Asian subgroup demonstrated 53% proficiency on the FCAT Reading 2.0 the goal is to increase that percentage by 27 points to 81%. Both subgroups were deficient in Reporting Category 3: Literary Analysis.

- In 2013 FCAT 2.0 reading data indicates that 74% of the lowest 25% made learning gains. The area needing improvement is Reporting Category 2: Reading Application. The target goal for 2014 is 77% of students making learning gains.

- 2013 FCAT 2.0 reading data indicates that 24% of Level 3 students were proficient. The goal for the 2013-14 school year is to increase that number by 7 points to 31% proficient. Students experienced difficulty in Reporting Category 1: Vocabulary.

- 2013 FCAT 2.0 reading data indicates that 32% of level 4-5 students were proficient. The goal for the 2013-14 school year is to increase that number by 3 points to 35% proficient. Students need improvement in Reporting Category 3: Literary Analysis of Fiction/Nonfiction.

- The 2013 FAA data indicates that 19% of students at levels 4-6 were proficient. The goal is to increase the number of students scoring at levels 4-6 by 2% for a target of 21%. The area of deficiency was reading comprehension specifically with identifying the stated main idea.

- The 2013 FAA indicates that 44% of students at levels 7-9 were proficient. The goal is to increase the number of students scoring at levels 7-9 by 1% for a target of 45%. The area of deficiency was reading comprehension specifically with identifying the stated and/or implied main idea in a reading selection.

- On the 2013 FCAT 2.0 reading test, data indicates that 69% of all students made learning gains. The goal is to increase that number on the 2013-14 test by 3% to 72%. Concentration on Report Category 1: Vocabulary would help to achieve this goal with emphasis on identifying advanced word and phrase relationships.

- On the 2013 administration of the CELLA, data indicates that 49% of students scored proficiently in the area of listening/speaking. The goal is to increase that number by 6% to 54%. The area of deficiency was oral language skills.

- On the 2013 administration of the CELLA, data indicates that 35% of students scored proficiently in the area of reading. The goal is to increase that number by 7% to 42%. Students demonstrate difficulty in identifying the main idea within the text.

- On the 2013 administration of the CELLA, data indicates that 34% of students scored proficiently in the area of writing. The goal is to increase that number by 7% to 41%. Students demonstrate writing difficulty in the area of support.

Plan to Monitor Progress Toward the Goal

FCIM Process will be used to monitor data and guide instructional decisions.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Ongoing 2013-2014 school year, during data chats and classroom walk-throughs.

Evidence of Completion:
Formative assessments: Teacher-made tests, District interim assessments Summative assessments: 2014 FCAT 2.0

G2. The results of the 2013 PERT indicate that 66% of on time graduates scored proficient, and considered college ready. Our Goal for the 3013-2014 school year is to increase to 69% , and increase of 3%.

Targets Supported

Resources Available to Support the Goal
- Effective reading and instructional strategies, such as ACT/SAT preparation material, including Reading Plus.

Targeted Barriers to Achieving the Goal
- Analysis of the 2013 PERT data depicts a need to improve student proficiency by 3%.

Plan to Monitor Progress Toward the Goal

Through lesson plans and student work samples

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Ongoing/quarterly

Evidence of Completion:
Proficiency on PERT exam

G3. On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Professional Development, District Pacing Guides, School Writing Plan, Measurement Inc. Writing Prompts

Targeted Barriers to Achieving the Goal

- Students require assistance with demonstrating a mature command of language which impedes their ability to score at Level 3.5 and above.

Plan to Monitor Progress Toward the Goal

Following the FCIM process we will analyze data and use the data to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule:

Ongoing 2013-2014 school year

Evidence of Completion:

Formative: Teacher Made Assessments Summative: FCAT Writing 2.0 scores 2014

G4. On the 2013 Math EOC 60% of students met their target goal. The goal is to maintain or exceed the goal of 52% for the 2013-2014 school year.

Targets Supported

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

Resources Available to Support the Goal

- The resources implemented will be the utilization of Carnegie learning software , math Gizmos, PrepWorks Diaognostic Test, sharing of best practices through course-alike planning teams and after school tutoring.

Targeted Barriers to Achieving the Goal

- On the administration of the math EOC, 32% of White and SWD students scored at a level 3 or above. The target for white students for the math EOC is 59% and the target for SWD students is 42%. Finally, 46% of the ELL subgroup scored at a level 3 or above, the target for the 2014 administration of the Math EOC is 52%.

- On the adminstration of the FAA in 2013 14% were level 4-6 the goal for 2014 is 17%, additionally the 50% of the students earned level 7 and the goal is increase 1% to 51%.

- On the administration of the 2013 Math assessments 30% of the students made learning gains and the target for 2014 is increase by 4% to 64%.

- Based on 2012-2013 math assessment 57% of the lowest 25% of students were proficient, the goal to increase 4% to 61% by furthering understanding of variables represented in mathematics.

Plan to Monitor Progress Toward the Goal

The process is to provide all of the faculty with the understanding of the importance of math, and the importance of the math EOC.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
On going through out the duration of the school year 2013-2014.

Evidence of Completion:
The evidence will be provided through administrative walk -throughs, testing data,, and improvement in overall school climate

G5. The resutls of the Postsecondary Readiness (on-time graduates) show 54% profiencent the goal for the 2013-2014 school year is to increase of 5% to 59%.

Targets Supported
- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal
- Teachers and staff training, Professional Development, Gizmos, Miami Dade College postseconday readiness materials, Common planning and sharing of best practices.

Targeted Barriers to Achieving the Goal
- Analysis of 2013 postsecondary assessment data indicates needs for imporvement with critical thinking and fundamental math skills.

Plan to Monitor Progress Toward the Goal

Data from the prescribed assessment will be analyzed regularly in order to monitor student progress and make adjustments as needed.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
On going

Evidence of Completion:
Lesson plans, district and school site assessments

G6. The results of the 2013 Algebra 1 End-of-Course Exam indicated that 46% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points, from 46% to 51%.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- The resources implemented will be the utilization of Carnegie Learning software, Math Gizmos, Prepworks Diaognstic Test, Sharing of best practices through course-alike planning teams in common planning, and after-school tutoring.

Targeted Barriers to Achieving the Goal
- On the administration of the 2013 Algebra I EOC 10% of students scored at Levels 4-5. The goal for the 2013-14 school year is to increase by 2% to 12%.

- On the administration of the 2013 Algebra I EOC 36% of students scored at Level 3. The goal for the 2013-14 school year is to increase by 3% to 39%. Students demonstrated difficulty with Function, Linear Equations & Inequalities.

Plan to Monitor Progress Toward the Goal

Data chats with students and teachers will be conducted through class periods and common planning

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessments Summative: Algebra I EOC

G7. The results of 2013 Geometry End-of-Course Exam indicate that 53% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to increase this percentage by 5% points from 53% to 58%.

Targets Supported
- Geometry EOC

Resources Available to Support the Goal
- Gizmos, Pearson EOC practice assessments, PrepWorks software, Florida Virtual School released EOC assessment.

Targeted Barriers to Achieving the Goal
- According to the results of the 2013 Geometry EOC 20% of students scored at Levels 4-5. The goal for the 2013-14 school year is to increase the amount of students scoring at Levels 4-5 by 1 percent to 21%. These students demonstrated difficulty with understanding the fundamentals of propositional logic, arguments, and methods of proof.

- According to the results of the 2013 Geometry EOC 33% of students scored at Level 3. The goal for the 2013-14 school year is to increase the amount of students scoring at Level 3 by 4 percent to 37%. These students demonstrated difficulty with understanding the fundamentals of propositional logic, arguments, and methods of proof.

Plan to Monitor Progress Toward the Goal

Student and Teacher data chats will be conducted to monitor progress

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Formative: Interim Assessments Sumamtive: Geometry EOC 2014

G8. On the 2013 EOC for Biology, 55% of the students scored at Level 3 or above. The goal for the 2014 school year is to increase proficiency to 59%, demonstrating a 4% increase.

Targets Supported
- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Biology Pacing Guide, Teachers, PLC meetings, Textbooks, Gizmos

Targeted Barriers to Achieving the Goal
- On the 2013 Biology EOC, 34% of the students scored at proficiency Level 3, the goal for the 2014 school year is 37% an increase of 3 percentage points.

Plan to Monitor Progress Toward the Goal

administrative walk thoughs and evidence of lesson plans

Person or Persons Responsible
Science department chair and administration

Target Dates or Schedule:
on going 2013-2014 school year

Evidence of Completion:
Results of Biology 2014 EOC

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to students by increasing the participation in competitions, activities and enrollment in STEM related courses.

Targets Supported

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- STEM-related AP courses homepage resources, computer lab facilities, STEM-related computer software, Robotics Club and equipment, released AP practice tests, industry certification tests, SCUBA club and equipment, related PD

Targeted Barriers to Achieving the Goal

- During the 2012-13 school year students were able to participate in only 18 STEM-related experiences showing a need for more STEM opportunities.

- During the 2012-13 school year, 40% of students participated in STEM-related activities outside of the classroom due to lack of awareness of opportunities and events.

- During the 2012-13 school year, only 26% of accelerated students were enrolled and completed accelerated STEM courses due to a perception of difficulty and intimidation by the rigor of the coursework.

- During the 2012-13 school year only 54% of accelerated students took one or more STEM-related AP exams due to a limited number of accelerated STEM courses and AP sections being offered as well as student perception of intimidation by the rigor of the courses.

- During the 2012-13 school year only 13 CTE-STEM program concentrators were offered.

- During the 2012-13 school year 53% of accelerated students passed a CTE-STEM industry exam due to a limited number of exams and preparations sessions being offered.

Plan to Monitor Progress Toward the Goal

Determine an increase in the number of industry certification tests attempted and passed

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
end of 2013-14 school year

Evidence of Completion:
industry certification test reports

G10. In 2013, 342 students passed an Industry Certification Exam. The goal for the 2013-2014 school year is to increase the percentage of students passing the Industry Certification Exams by 10%.

Targets Supported
- CTE

Resources Available to Support the Goal
- SAM 2010, GMetrix, District tutorials for Photoshop, Dreamweaver and Flash

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year 600 students enrolled in CTE courses and 43% of the students passed an Industry Certification Exam.

- During the 2012-2013 school year 75 students were enrolled in CTE accelerated courses with a 32% passing rate.

- During the 2012-2013 school year 662 students participated in CTE exams with a 43% passing rate.

- During the 2012-2013 school year 30 students were CTE program concentrators with a 50% passing rate.

- During the 2012-2013 school year 100% of the teachers held Industry Certification.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data will be reviewed, monitored to guide instructional decisions.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Formative: Teacher Made Assessments Summative: Industry Certification Exam

G11. According to the 2013 U.S. History EOC 54% of students scored in the bottom third. The goal for the 2014 U. S. History EOC is to increase the percent of student scoring proficiency by 5%.

Targets Supported
- Social Studies

- U.S. History EOC

Resources Available to Support the Goal
- District's Pacing Guide, Item Specifications, NBC Learn

Targeted Barriers to Achieving the Goal
- On the U.S. History EOC 54% of students scored in the bottom third. Students had difficulty in the area of the Late Nineteenth Century, Early Twentieth Century specifically analyzing charts, graphs and other visual aids. Additionally, students were unable to synthesize information using text features.

- On the U.S. History EOC 26% o students scored in the middle third. Students had difficulty in the area of the Late Nineteenth Century, Early Twentieth Century specifically analyzing primary source documents.

Plan to Monitor Progress Toward the Goal

The FCIM process will be used to monitor data and guide instructional decisions.

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Ongoing

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

G12. Results of the 2013-2013 Performance data indicates that 1% of all students dropped out of school , goal is to decrease this amount in 2014.

Targets Supported
- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal
- 2013-2104 actual Performance Report, Graduation review Report, Daily Attendance bulletins, suspension reports , and at-risk cohort reports will be monitored to determine progress towards goal of decreasing student drop out rates.

Targeted Barriers to Achieving the Goal
- Analysis of 2012-2013 Actual Performance Reports indicates that 1% of students drop out of school due to lack of academic success and or support and motivation

- Analysis of 2012-2013 Actual Performance Report indicates that 75% of our students are graduation in four years, goal is to increase that percentage to 77%, an increase of 2% for 2013-2014 reports.

Plan to Monitor Progress Toward the Goal

Reports monitored by MTSS/RTI team, and administration

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
ongoing, daily, monthly, quarterly

Evidence of Completion:
Improvement in attendance per attendance reports , increased graduation rate and decrease dropout rates

G13. Through the monitoring of Early warning Systems, our school will decrease the overall percentage of students who miss 10% or more of instructional time while decreasing the number of students with referrals and GPA's less then 2.0.

Targets Supported

- EWS

- EWS - High School

Resources Available to Support the Goal

- Tutoring, subject area interventionists, intensive classes as well as Beach Outreach to support students with attendance, as well as curriculum needs.

Targeted Barriers to Achieving the Goal

- In 2013 18% of students missed 10% or more of available instructional time.Our goal is to improve attendance to 17% which would demonstrate a decrease of 1 percentage point.

- Decrease the number of 9th grade students with excessive absences in the first 20 days by 1%.

- Analysis of 2012-2013 At- Risk student report indicates that 18 % of all students have a GPA less than 2.0

- Analysis of 2012-2013 suspension report indicates that 27 % of students received one or more referral which lead to suspension due to failure to understand the connection between academic success, and student behavior.

- Analysis of 2012-2013 At-risk student report indicates that 26 % of 9th grade students failed 2 or more classes.

Plan to Monitor Progress Toward the Goal

Monitor attendance based on daily ,quarterly and yearly reports

Person or Persons Responsible
MTSS/RTI

Target Dates or Schedule:
Monthly attendance reports generated / on going

Evidence of Completion:
Report cards , attendance reports

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.

G1.B1 In 2013, 19% of ELL students met the target goal on the FCAT Reading 2.0, the target goal for 2014 is 46%. 29% of SWD students met the goal on FCAT 2.0 2013, the target for this subgroup in 2014 is 42%. Also, 49% of ED students met the target goal for reading on the 2013 administration of the FCAT Reading 2.0 which did not meet the AMO target, the goal for 2014 is 58%. All three subgroups are deficient in Reporting Category 1: Vocabulary.

G1.B1.S1 Students will increase their knowledge of grade-level vocabulary, through the following strategies: word maps, such as Concept of Definition maps, :the development of structural analysis skills through the use of roots, prefixes, suffixes and syllabication, word walls in the classrooms. In addition, we will implement school wide instruction of a grade level word of the day as well as an SAT word of the day in all classes .

Action Step 1

Teachers will develop lessons in which vocabulary strategies are explicitly taught and practiced.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, student work

Facilitator:

Chandrell Larkin

Participants:

All teachers

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

Administrative walk throughs and Teacher Lesson plans

Person or Persons Responsible

LLT (Literacy Leadership Team)

Target Dates or Schedule

Quarterly and ongoing

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly(on going)

Evidence of Completion

Formative: Interim assessments and Summative: FCAT 2.0

G1.B2 In 2013 FCAT 2.0 reading data indicates that 29% of white students were proficient, the goal for the 2013-2014 school is to increase that percentage by 13 points to 42%. The Asian subgroup demonstrated 53% proficiency on the FCAT Reading 2.0 the goal is to increase that percentage by 27 points to 81%. Both subgroups were deficient in Reporting Category 3: Literary Analysis.

G1.B2.S1 Students will utilize higher order thinking skills to analyze literary terms beyond identification. Specifically, analyzing text and details to draw conclusions.

Action Step 1

Teachers will use the FCAT 2.0 Reading Task Cards and Costa's Levels of Questioning to support analyzing fiction and nonfiction texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples and Lesson plans

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

Administrative walk-throughs and teacher lesson plans

Person or Persons Responsible

LLT

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, interventions, school and state assessments

Plan to Monitor Effectiveness of G1.B2.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

on-going(quarterly)

Evidence of Completion

Formative: Interim Assessments and Summative: Reading FCAT 2.0

G1.B3 In 2013 FCAT 2.0 reading data indicates that 74% of the lowest 25% made learning gains. The area needing improvement is Reporting Category 2: Reading Application. The target goal for 2014 is 77% of students making learning gains.

G1.B3.S1 Students will develop comprehension skills to better respond to higher complexity questions through the use of Reading Plus, Reciprocal Teaching, independent reading and close reading strategies.

Action Step 1

Teachers will implement Reading Plus through the Intensive Reading classes, teach and practice Reciprocal Teaching strategies and a implement close analytic reads and promote independent reading with the Accelerated Reader program.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Graded work samples, Reading Plus reports, Teacher Lesson plans, AR Quiz results

Facilitator:

Reading Plus Representative

Participants:

Reading Teachers

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

Administrative walk-through, Lesson Plan reviews

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

In class assessments, district and state assessments, Reading Plus report

Plan to Monitor Effectiveness of G1.B3.S1

Follow FCIM data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data / Reading Plus reports

G1.B4 2013 FCAT 2.0 reading data indicates that 24% of Level 3 students were proficient. The goal for the 2013-14 school year is to increase that number by 7 points to 31% proficient. Students experienced difficulty in Reporting Category 1: Vocabulary.

G1.B4.S1 Students will be provided with additional vocabulary practice using word maps and other forms of notes to identify prefixes, suffixes, roots, synonyms and antonyms. Students will use the SAT word of the day and its synonym on a daily basis to build word knowledge and vocabulary.

Action Step 1

Teachers will provide explicit instruction in identifying words parts and related words and will model using words maps and other graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, teacher and District assessments

Facilitator:

Chandrell Larkin

Participants:

All teachers

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

lesson plans, student work samples

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples and assessment data

Plan to Monitor Effectiveness of G1.B4.S1

FCIM data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly

Evidence of Completion

formative evaluations, interim assessments and FCAT 2.0

G1.B5 2013 FCAT 2.0 reading data indicates that 32% of level 4-5 students were proficient. The goal for the 2013-14 school year is to increase that number by 3 points to 35% proficient. Students need improvement in Reporting Category 3: Literary Analysis of Fiction/Nonfiction.

G1.B5.S1 Students will analyze, interpret and evaluate author's use of descriptive language and literary devices within and across texts through the use of primary source material as well as poetry, short stories and novels. Students understand an author's use of literary elements through analysis and interpretation of these elements.

Action Step 1

Teachers will use the FCAT 2.0 Reading Task Cards and Costa's Levels of Questioning to support analyzing fiction and nonfiction texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

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

Lesson plans, administrative walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, school and state assessments

Plan to Monitor Effectiveness of G1.B5.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly and ongoing

Evidence of Completion

formative evaluations, interim assessments, summative assessments: FCAT 2.0

G1.B6 The 2013 FAA data indicates that 19% of students at levels 4-6 were proficient. The goal is to increase the number of students scoring at levels 4-6 by 2% for a target of 21%. The area of deficiency was reading comprehension specifically with identifying the stated main idea.

G1.B6.S1 Students will be provided opportunities for multiple reads of a selection using read alouds and auditory tapes. Students will utilize visual cues to support word meaning.

Action Step 1

Teachers will provide explicit instruction in identifying the stated main idea by modeling and using graphic organizers after after providing multiple reads of a selection.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples, teacher-made assessments

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

lesson plan reviews, administrative walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples, formative assessments

Plan to Monitor Effectiveness of G1.B6.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly/ongoing

Evidence of Completion

formative assessments: teacher-made, summative: 2014 Florida Alternate Assessment

G1.B7 The 2013 FAA indicates that 44% of students at levels 7-9 were proficient. The goal is to increase the number of students scoring at levels 7-9 by 1% for a target of 45%. The area of deficiency was reading comprehension specifically with identifying the stated and/or implied main idea in a reading selection.

G1.B7.S1 Students will use Reciprocal Teaching strategies to increase reading comprehension with emphasis on summarization skills. Students will also make use of graphic organizers for finding main ideas and details.

Action Step 1

Teachers will model for students the steps of Reciprocal Teaching and use of graphic organizers with a variety of reading selections.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

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

Lesson plan reviews, administrative walk-throughs

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walk-throughs, student work-folders

Plan to Monitor Effectiveness of G1.B7.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly/ongoing

Evidence of Completion

Formative assessments: teacher-made Summative: 2014 Florida Alternate Assessment

G1.B8 On the 2013 FCAT 2.0 reading test, data indicates that 69% of all students made learning gains. The goal is to increase that number on the 2013-14 test by 3% to 72%. Concentration on Report Category 1: Vocabulary would help to achieve this goal with emphasis on identifying advanced word and phrase relationships.

G1.B8.S1 Students will be provided instruction in vocabulary strategies such as word maps and "Concept of Definition" maps to better understand relationships between words. Daily SAT vocabulary words and a related synonym will be discussed in all classes.

Action Step 1

Teachers will identify subject-specific vocabulary terms and guide students in using various word maps and/or notes to develop deeper understanding of those terms as well as the school-wide words of the day.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

Facilitator:

Chandrell Larkin

Participants:

teachers

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

administrative walk-throughs, lesson plan reviews

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walk-throughs, student work folders

Plan to Monitor Effectiveness of G1.B8.S1

Follow FCIM process to analyze data and to make instructional decisions.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly/ongoing

Evidence of Completion

Formative assessments: District interim assessments Summative assessments: 2014 FCAT 2.0

G1.B9 On the 2013 administration of the CELLA, data indicates that 49% of students scored proficiently in the area of listening/speaking. The goal is to increase that number by 6% to 54%. The area of deficiency was oral language skills.

G1.B9.S1 Students will improve their listening skills as teachers use the strategies of substitution, expansion, paraphrasing and repetition. They will be encouraged to speak academic English in the classroom through role playing and reader's theater.

Action Step 1

Teachers will use expansion, paraphrase and repetition to model proper use of language will providing support in listening. Students will practice speaking academic English on a daily basis inside classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, teacher-made assessments, Achieve 3000 and Imagine Learning assessments

Facilitator:

Bilingual Curriculum Support Specialist

Participants:

ELL teachers

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

Administrative walk-throughs and lesson plan reviews

Person or Persons Responsible

LLT

Target Dates or Schedule

on-going

Evidence of Completion

Lesson plans, student work samples , Achieve 3000 and/or Imagine Learning data

Plan to Monitor Effectiveness of G1.B9.S1

Follow the FCIM process to analyze data and make adjustments to instruction as needed

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly/ ongoing

Evidence of Completion

formative assessments: teacher-made, District and program assessments summative assessments: 2014 CELLA and 2014 FCAT 2.0

G1.B10 On the 2013 administration of the CELLA, data indicates that 35% of students scored proficiently in the area of reading. The goal is to increase that number by 7% to 42%. Students demonstrate difficulty in identifying the main idea within the text.

G1.B10.S1 Students will use the 5 strategies within Reciprocal Teaching and the FCAT Reading Task Cards to develop and reinforce their' ability to understand text and in particular, to identify the main idea.

Action Step 1

Teachers will model and have students practice predicting, visualizing, summarizing, questioning, and clarifying text (Reciprocal Teaching). Teachers will use FCAT task cards to develop higher order questions. Students will complete individualized lessons in Achieve 3000 or Imagine Learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples, program reports

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

administrative walk-throughs, lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, lesson plans, reports from Achieve 3000 and Imagine Learning

Plan to Monitor Effectiveness of G1.B10.S1

Follow FCIM process to analyze data and make adjustments to instruction as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly / ongoing

Evidence of Completion

formative assessments: teacher-made, District or Program assessments summative assessments: 2014 CELLA and 2014 FCAT 2.0

G1.B11 On the 2013 administration of the CELLA, data indicates that 34% of students scored proficiently in the area of writing. The goal is to increase that number by 7% to 41%. Students demonstrate writing difficulty in the area of support.

G1.B11.S1 Students will work through the steps of the writing process: planning drafting, revising, editing, and publishing. They will use graphic organizers and writing frames to help organize writing.

Action Step 1

Teachers will model and have students practice each step of the writing practice using graphic supports where needed.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

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

administrative walk-throughs, lesson plan reviews

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

student writing and other work samples, lesson plans

Plan to Monitor Effectiveness of G1.B11.S1

Follow FCIM process to analyze data and make adjustments to instruction as needed

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly/ ongoing

Evidence of Completion

formative assessments: teacher-made, District or FOLIO or program assessments summative assessments: 2014 CELLA and 2014 FCAT 2.0

G2. The results of the 2013 PERT indicate that 66% of on time graduates scored proficient, and considered college ready. Our Goal for the 3013-2014 school year is to increase to 69% , and increase of 3%.

G2.B1 Analysis of the 2013 PERT data depicts a need to improve student proficiency by 3%.

G2.B1.S1 Students are enrolled in an English for College Readiness class if that did not obtain a proficient score on the PERT.

Action Step 1

Teachers

Person or Persons Responsible

Students will have the opportunity to improve analytical, comprehension, and synthesizing skills.

Target Dates or Schedule

on going

Evidence of Completion

student work, teacher lesson plans

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

Administrative walk-throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans in class assessments, state and district assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Follow FCIM data

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On going

Evidence of Completion

ACT/SAT PERT results, school assessments

G3. On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.

G3.B1 Students require assistance with demonstrating a mature command of language which impedes their ability to score at Level 3.5 and above.

G3.B1.S1 Students will be introduced to SAT/ACT words with the concept maps, and teachers will continue to support students' vocabulary development with the use of root words to improve vocabulary, language development and writing skills.

Action Step 1

Professional development work shop for vocabulary startegies, ad schoolwide initiative SAT/ACT

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Improvement in writing samples

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

A mature command of language will be evident in student writing.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing 2013-2104 school year

Evidence of Completion

Student work samples and teacher lesson plans.

Plan to Monitor Effectiveness of G3.B1.S1

Student writing samples

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Evidence in improvement in assessments/folio

G3.B1.S2 Students will utilize the school-wide strategy, "State Your Claim and Prove It".

Action Step 1

Teachers model effective writing strategies, specifically the use of elaboration to support a claim.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing 2103-1014 school year

Evidence of Completion

Administrative walk - throughs and Teacher Lesson plans

Facilitator:

English Department Chair

Participants:

English Teachers

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

Administrative check lists will be used during walk throughs to verify the implementation of State your Claim and Prove it.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Folio results as data

Plan to Monitor Effectiveness of G3.B1.S2

Teachers monitor student progress through classroom assessments, and student writing samples.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing 2013-2014 school year.

Evidence of Completion

Improvement on in class and state assessments , such as Folio.

G4. On the 2013 Math EOC 60% of students met their target goal. The goal is to maintain or exceed the goal of 52% for the 2013-2014 school year.

G4.B1 On the administration of the math EOC, 32% of White and SWD students scored at a level 3 or above. The target for white students for the math EOC is 59% and the target for SWD students is 42%. Finally, 46% of the ELL subgroup scored at a level 3 or above, the target for the 2014 administration of the Math EOC is 52%.

G4.B1.S1 Utlize bell ringers and Gizmos to further understanding of NGSS and common core standards.

Action Step 1

Provide student Common Core and NGSSS geared bell ringers.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going through the 2013-2014 school year.

Evidence of Completion

Administrative walk-throughs and faculty meeting agendas.

Facilitator:

Math Department Chair

Participants:

Administrative team and Department Chairperson

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

The process to monitor the fidelity is administrative walk thorughs , and evidence of testing importance displayed in classrooms.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing school year 3013-2014

Evidence of Completion

Evidence will be collected through administrative walk-throughs checklist sheets.

Plan to Monitor Effectiveness of G4.B1.S1

The aforementioned implementation of the strategies, and activities.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Student testing data, and school wide culture regarding to math

G4.B2 On the adminstration of the FAA in 2013 14% were level 4-6 the goal for 2014 is 17%, additionally the 50% of the students earned level 7 and the goal is increase 1% to 51%.

G4.B2.S1 Teachers analyze data to target areas of student need, to reinforce concepts using Khan Academy, Quizlet.com, Gizmos and Pearson Online Resources.

Action Step 1

lesson plans, class assignments

Person or Persons Responsible

teacher

Target Dates or Schedule

ongoing

Evidence of Completion

in class assignments and assessments

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

administartive walk throughs and teacher documentation

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, in class assessments

Plan to Monitor Effectiveness of G4.B2.S1

stuent work samples

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing/ quarterly, data chats

Evidence of Completion

formative assessments

G4.B3 On the administration of the 2013 Math assessments 30% of the students made learning gains and the target for 2014 is increase by 4% to 64%.

G4.B3.S1 Utilize Bell Ringers, Khan Academy, Quizlet.com, Pearson Online Resources and Gizmos to provide remediation for students struggling with more advanced concepts.

Action Step 1

Follow FCIM model and implement math fundamentals

Person or Persons Responsible

MTSS/RI

Target Dates or Schedule

ongoing quarterly

Evidence of Completion

student work samples

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

walk throughs, data assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing 2013-2014 school year

Evidence of Completion

Improved scores, on state and district assessments

Plan to Monitor Effectiveness of G4.B3.S1

administrative walk-throughs, lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing / quarterl

Evidence of Completion

Formative assessment, EOC exam

G4.B4 Based on 2012-2013 math assessment 57% of the lowest 25% of students were proficient, the goal to increase 4% to 61% by furthering understanding of variables represented in mathematics.

G4.B4.S1 Utilize lesson studies and sharing of best practices to show different variable representations in math through real world problems.

Action Step 1

Provide teachers with teachers with common planning to share best practices

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Student work samples

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

Small meetings with course alike planning teams

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative and summative assessments

Plan to Monitor Effectiveness of G4.B4.S1

Administrative walkthroughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On going

Evidence of Completion

In class assessments and student notebooks

G5. The resutls of the Postsecondary Readiness (on-time graduates) show 54% profiencent the goal for the 2013-2014 school year is to increase of 5% to 59%.

G5.B1 Analysis of 2013 postsecondary assessment data indicates needs for imporvement with critical thinking and fundamental math skills.

G5.B1.S1 Utilize bell ringers and warm-up exercises to reinforce funtadental math skills

Action Step 1

Provide students with bell ringers focused on fundamental math skills

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going school

Evidence of Completion

Student work

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

Adminstatvie classroom walk-throughs and Lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans and district and school-site assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Adminstative walk throughs and Lesson plan reviews to determine effectiveness of implemented strategies.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On Going

Evidence of Completion

District and school site assessments

G6. The results of the 2013 Algebra 1 End-of-Course Exam indicated that 46% of students scored at or above Achievement Level 3. Our goal for the 2013-2014 school year is to increase this percentage by 7 percentage points, from 46% to 51%.

G6.B1 On the administration of the 2013 Algebra I EOC 10% of students scored at Levels 4-5. The goal for the 2013-14 school year is to increase by 2% to 12%.

G6.B1.S1 Utilize warm-up exercises (bell ringers) to reinforce the assessed benchmarks specifically Radicals, Rationals, Quadratics, and Discrete Mathematics.

Action Step 1

Teachers will provide opportunities for students to practice with content that allows them to reinforce concepts in the area of Radicals, Quadratics, and Discrete Mathematics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work folders

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

Classroom walk throughs will be conducted to monitor the fidelity of implementation.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

classroom walk through logs

Plan to Monitor Effectiveness of G6.B1.S1

The FCIM process will be used to monitor and review the data. Data chats will be conducted with teachers to monitor the effectiveness.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessment Summative: Algebra I EOC 2014

G6.B2 On the administration of the 2013 Algebra I EOC 36% of students scored at Level 3. The goal for the 2013-14 school year is to increase by 3% to 39%. Students demonstrated difficulty with Function, Linear Equations & Inequalities.

G6.B2.S1 Utilize bell ringers and warm-up activities as a means to achieve mastery of Algebra 1 Common Core and NGSSS related benchmarks dealing with Functions, Linear Equations and Inequalities.

Action Step 1

Students will be provided opportunities to reinforce concepts in Functions, Linear Equations and Inequalities through self and guided practice.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Formative: gizmos, Pearson tutorials, and school-site assessment data. Summative: 2014 Algebra End-of-course Assessment

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

Administrative Walk-Throughs

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On going

Evidence of Completion

Student Notebook

Plan to Monitor Effectiveness of G6.B2.S1

Following FCIM, data from the prescribed assessment and intervention programs will be analyzed regularly in order to monitor student progress.

Person or Persons Responsible

MTSSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments Summative: Algebra I EOC 2014

G7. The results of 2013 Geometry End-of-Course Exam indicate that 53% of students scored Level 3 or above. Our goal for the 2013-2014 school year is to increase this percentage by 5% points from 53% to 58%.

G7.B1 According to the results of the 2013 Geometry EOC 20% of students scored at Levels 4-5. The goal for the 2013-14 school year is to increase the amount of students scoring at Levels 4-5 by 1 percent to 21%. These students demonstrated difficulty with understanding the fundamentals of propositional logic, arguments, and methods of proof.

G7.B1.S1 Use warm-up exercises and reinforcement activities as a means to achieve mastery of Geometry benchmarks specifically in the area of Trigonometry and Discrete Mathematics focusing on problems involving finding the converse, inverse, and contrapositives of a statement. Additionally, the use of Khan Academy, Gizmos and Pearson Online Resources will be used for remediation.

Action Step 1

Teachers will provide opportunities to practice content that allows them to reinforce concepts, in the area of finding the converse, inverse, and contrapositives of a statement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Student work folders

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

Classroom walk throughs and lesson plan reviews will be used in order to determine the effectiveness of implemented strategies.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson plans, walk through logs, teacher made assessments

Plan to Monitor Effectiveness of G7.B1.S1

The FCIM will be used to review and monitor the use of data. Data chats will be conducted with teachers in order to monitor the effectiveness of the strategies.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessments Summative: Geometry EOC 2014

G7.B2 According to the results of the 2013 Geometry EOC 33% of students scored at Level 3. The goal for the 2013-14 school year is to increase the amount of students scoring at Level 3 by 4 percent to 37%. These students demonstrated difficulty with understanding the fundamentals of propositional logic, arguments, and methods of proof.

G7.B2.S1 Utilize warm-up exercises and bell ringers as a means to achieve mastery of Geometry NGSSS and Common core related benchmarks dealing with 2D geometry. Additionally, Khan Academy, Gizmos, and Pearson Online resources will be used for remediation.

Action Step 1

Students should be provided with practice content that allows them to reinforce concepts in the area of 2-Dimensional Geometry.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On going

Evidence of Completion

Student work and site generated assessments

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

Administrative walk throughs and lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans, district assessments, and school site assessment data.

Plan to Monitor Effectiveness of G7.B2.S1

Data from district and school site assessments will be analyzed regularly in order to monitor student progress and effectiveness of the program delivery.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

On going

Evidence of Completion

District and School site assessments

G8. On the 2013 EOC for Biology, 55% of the students scored at Level 3 or above. The goal for the 2014 school year is to increase proficiency to 59%, demonstrating a 4% increase.

G8.B1 On the 2013 Biology EOC, 34% of the students scored at proficiency Level 3, the goal for the 2014 school year is 37% an increase of 3 percentage points.

G8.B1.S1 Provide common labs and corresponding activities in all Biology class rooms. Gizmos and discovery learning incorporated into lessons and the use of thematic and conceptual approach in all science classes. Students will also use the on site lab facilities and corresponding field trips.

Action Step 1

utilizing Gizmos in the classrooms and Discovery Learning Labs.

Person or Persons Responsible

Science department chair and administration

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Interim assessment results and summative Biology 2014 exam

Action Step 2

utilizing Gizmos in the classrooms and Discovery Learning Labs.

Person or Persons Responsible

Science department chair and administration

Target Dates or Schedule

Ongoing 2013-2014 school year

Evidence of Completion

Interim assessment results and summative Biology 2014 exam

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

Administrative walk through documentation checklist sheet.

Person or Persons Responsible

Science department chair and administration

Target Dates or Schedule

ongoing 21034-2014 school year

Evidence of Completion

Formative: Interim Assessments Summative: Biology EOC 2014 results

Plan to Monitor Effectiveness of G8.B1.S1

Content area lesson plans, and testing data information.

Person or Persons Responsible

Science department chair and administration

Target Dates or Schedule

On going 2013-2014 school year

Evidence of Completion

Administrative documentation walk -through log.

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to students by increasing the participation in competitions, activities and enrollment in STEM related courses.

G9.B1 During the 2012-13 school year students were able to participate in only 18 STEM-related experiences showing a need for more STEM opportunities.

G9.B1.S1 Academy leaders, club sponsors and teachers will actively seek out additional STEM-related activities from both District and community sources.

Action Step 1

Students will be provided with more STEM-related experiences

Person or Persons Responsible

Academy leaders, club sponsors and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, field trip forms, club agendas and minutes

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

Monitor field trip forms, club meeting minutes and competition logs for implementation

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

completed field trip forms, club meeting minutes and competition logs

Plan to Monitor Effectiveness of G9.B1.S1

Monitor the number of field trips, competitions, club meetings and other STEM activities

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

field trips, competition rosters, club meeting minutes and other STEM activities rosters

G9.B2 During the 2012-13 school year, 40% of students participated in STEM-related activities outside of the classroom due to lack of awareness of opportunities and events.

G9.B2.S1 Academy leaders, club sponsors, and teachers will publicize STEM events on school website calendar, bulletin boards, and flyers in the classrooms.

Action Step 1

publicize and encourage participation in STEM experiences through the school website calendar, bulletin boards and flyers

Person or Persons Responsible

teachers, club sponsors

Target Dates or Schedule

ongoing

Evidence of Completion

class rosters, club attendance lists , field trip rosters, competition rostes

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

Monitor data retrieved from STEM-related experiences

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

class rosters, club attendance lists, field trip rosters, competition rosters

Plan to Monitor Effectiveness of G9.B2.S1

monitor for increase in participation and modify if needed

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly

Evidence of Completion

class rosters, field trip rosters, club attendance lists, competition rosters.

G9.B3 During the 2012-13 school year, only 26% of accelerated students were enrolled and completed accelerated STEM courses due to a perception of difficulty and intimidation by the rigor of the coursework.

G9.B3.S1 STEM teachers will promote rigor within the core courses to better prepare students for more advanced courses.

Action Step 1

Follow District Pacing Guides, vertical alignment with advanced STEM teachers curriculum

Person or Persons Responsible

STEM teachers, department chairpersons and academy leaders

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work, District and teacher-generated assessments

Facilitator:

College Board

Participants:

AP and core teachers

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

administrative classroom walk-throughs, lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work, District and teacher-generated assessments

Plan to Monitor Effectiveness of G9.B3.S1

Analyze data from assessments

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly

Evidence of Completion

District and school-site assessment data

G9.B4 During the 2012-13 school year only 54% of accelerated students took one or more STEM-related AP exams due to a limited number of accelerated STEM courses and AP sections being offered as well as student perception of intimidation by the rigor of the courses.

G9.B4.S1 Additional sections of honors physics will be offered to increase preparation for AP courses. Teachers will also increase rigor in introductory courses and encourage participation and enrollment in AP courses.

Action Step 1

Additional honors physics sections will be added to the master schedule. Math and science teachers will provide a curriculum that is rigorous and vertically aligned to the AP syllabus of their course.

Person or Persons Responsible

administration, math and science teachers

Target Dates or Schedule

ongoing

Evidence of Completion

additional physics sections in master schedule lesson plans, student work

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

classroom walk-throughs, lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work

Plan to Monitor Effectiveness of G9.B4.S1

data from District and teacher-generated assessments, adjustments to instruction as needed

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly

Evidence of Completion

District and teacher-generated assessments

G9.B5 During the 2012-13 school year only 13 CTE-STEM program concentrators were offered.

G9.B5.S1 Thirteen CTE-STEM concentrators will be maintained by increasing the rigor and relevance of the introductory courses leading to the program concentrators.

Action Step 1

Teachers of introductory courses will provide a rigorous and relevant curriculum leading up to the CTE/STEM concentrators

Person or Persons Responsible

CTE teachers and department chairperson

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work, District and teacher-generated assessments

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

administrative walk-throughs, lesson plan reviews

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work

Plan to Monitor Effectiveness of G9.B5.S1

data from District and teacher-generated assessments adjustments to instruction as needed

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

quarterly

Evidence of Completion

data from District and teacher-generated assessments

G9.B6 During the 2012-13 school year 53% of accelerated students passed a CTE-STEM industry exam due to a limited number of exams and preparations sessions being offered.

G9.B6.S1 STEM teachers will offer after school preparation sessions for industry certification tests and encourage participation through school website calendar, bulletin boards and flyers.

Action Step 1

Publicizing and conducting after school preparation sessions for CTE-STEM industry certification exams

Person or Persons Responsible

CTE-STEM teachers

Target Dates or Schedule

2nd semester of 2013-14 school year

Evidence of Completion

Rosters of after school sessions

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

Check for notifications of after school test preparation sessions Student attendance at sessions

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

2nd semester of 2013-14 school year

Evidence of Completion

school website calendar, flyers attendance rosters

Plan to Monitor Effectiveness of G9.B6.S1

determine passing rate of industry certification tests

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

end of the 2013-14 school year

Evidence of Completion

industry certification test reports

G10. In 2013, 342 students passed an Industry Certification Exam. The goal for the 2013-2014 school year is to increase the percentage of students passing the Industry Certification Exams by 10%.

G10.B1 During the 2012-2013 school year 600 students enrolled in CTE courses and 43% of the students passed an Industry Certification Exam.

G10.B1.S1 The students will participate in tutorial sessions using SAM 2010 and GMetrix.

Action Step 1

The teacher will guide and monitor the students through the pathways of SAM 2010.

Person or Persons Responsible

The teacher.

Target Dates or Schedule

Daily

Evidence of Completion

Student work folders, SAM 2010 Progress Monitoring Reports

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

To ensure validity with the Industry Certifications teachers do not proctor their students during the exam.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Industry Certificates, Administration Walk throughs

Plan to Monitor Effectiveness of G10.B1.S1

Quarterly data chats will be held to monitor the effectiveness of the strategies. Teachers will also review and discuss best practices during planning meetings.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Summative: GMetrix Formative: Industry Certification Exam

G10.B2 During the 2012-2013 school year 75 students were enrolled in CTE accelerated courses with a 32% passing rate.

G10.B2.S1 The students will create individual pathway plans for completion of Industry Certification strands.

Action Step 1

The teacher will guide students through the available pathways to the various strands of certification.

Person or Persons Responsible

The teacher

Target Dates or Schedule

Bi-yearly

Evidence of Completion

Student Work folders, Lesson Plans

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

Reports from GMetrix, SAM 2010 and Certiport will be reviewed and monitored to identify strengths and weaknesses.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Progress Monitoring Reports, Industry Certification

Plan to Monitor Effectiveness of G10.B2.S1

Utilize the FCIM process to review and monitor and differentiate instruction.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: SAM 2010 Pre and Post Tests Summative: Industry Certification Exam

G10.B3 During the 2012-2013 school year 662 students participated in CTE exams with a 43% passing rate.

G10.B3.S1 Teachers will review mail merge documents using small group instruction for completing multi-step procedures.

Action Step 1

The teacher will utilize small group instruction to effectively model the creation of a mail merge document.

Person or Persons Responsible

Teacher

Target Dates or Schedule

First quarter

Evidence of Completion

Student work folders and lesson

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

Classroom walkthroughs will be conducted to support the implementation of small group instruction.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walk through log

Plan to Monitor Effectiveness of G10.B3.S1

Data chats will be conducted. Additionally, teachers will share best practices during common planning sessions

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat log, Common Planning Agenda and Minutes

G10.B4 During the 2012-2013 school year 30 students were CTE program concentrators with a 50% passing rate.

G10.B4.S1 To increase the amount of program concentrators and to improve the overall passing rate teachers individual passports to ensure students understanding and to assist with planning for program completion.

Action Step 1

The teachers will review and monitor student's individualized passports.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Passports and Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G10.B4.S1

During common planning teachers will review each others passports and share best practices.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Walk through log and Common Planning Agenda & Minutes

Plan to Monitor Effectiveness of G10.B4.S1

Data chats will be conducted with the students to monitor their progress.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat Log, Walk through logs

G10.B5 During the 2012-2013 school year 100% of the teachers held Industry Certification.

G10.B5.S1 Teachers will maintain and keep their certification current.

Action Step 1

Teachers will take the necessary certification exams to ensure that their certificates are current.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Certification

Plan to Monitor Fidelity of Implementation of G10.B5.S1

Certification binders will be updated with the most recent certifications.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Certification Binder

Plan to Monitor Effectiveness of G10.B5.S1

Data will be monitored and reviewed during common planning time.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Chat log and Administrative Walk throughs

G11. According to the 2013 U.S. History EOC 54% of students scored in the bottom third. The goal for the 2014 U. S. History EOC is to increase the percent of student scoring proficiency by 5%.

G11.B1 On the U.S. History EOC 54% of students scored in the bottom third. Students had difficulty in the area of the Late Nineteenth Century, Early Twentieth Century specifically analyzing charts, graphs and other visual aids. Additionally, students were unable to synthesize information using text features.

G11.B1.S1 Students will analyze text features specifically cartoons and pictures using POSERS (People, Objects, Setting, Engagement, Relationship and Summary) as an tool for analysis.

Action Step 1

Utilize POSERS strategy to analyze visual stimuli.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work folders, Lesson Plans

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

Data from the Interim and teacher made assessments will be reviewed to address areas of deficiency.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chats, Administrative Walk throughs

Plan to Monitor Effectiveness of G11.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B2 On the U.S. History EOC 26% o students scored in the middle third. Students had difficulty in the area of the Late Nineteenth Century, Early Twentieth Century specifically analyzing primary source documents.

G11.B2.S1 Students will use the Origin, Purpose, Value & Limitation (OPVL) strategy to determine the author's bias, point of view and to determine the validity and reliability of a document.

Action Step 1

The teachers will model the effective of the OPVL strategy for analyzing and synthesizing primary and secondary sources.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher lesson plans

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

Administrative walk through and lesson plan reviews will be utilized in order to monitor the implementation.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing

Evidence of Completion

Walk throughs, Data Chat Logs

Plan to Monitor Effectiveness of G11.B2.S1

Data will be reviewed and discussed during planning meetings and best practices will be shared.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: Interim Assessment Summative: U.S. History EOC 2014

G12. Results of the 2013-2013 Performance data indicates that 1% of all students dropped out of school , goal is to decrease this amount in 2014.

G12.B1 Analysis of 2012-2013 Actual Performance Reports indicates that 1% of students drop out of school due to lack of academic success and or support and motivation

G12.B1.S1 Students who are at risk of dropping out are monitored by MTSS/RTI team and monitored by reports from at -risk cohort

Action Step 1

Teachers monitor daily attendance reports and identify and refer students who have poor attendance , and or grades who may be at -risk for school failure.

Person or Persons Responsible

Teachers view daily attendance bulletin

Target Dates or Schedule

ongoing/daily bulletin

Evidence of Completion

Student work samples, district and site generated assessments and attendance reports.

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

Administrators monitor daily attendance bulletins in order to determine the rate at which students are with drawing.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing/ monthly

Evidence of Completion

Daily attendance bulletins

Plan to Monitor Effectiveness of G12.B1.S1

Administrators monitor at-risk student reports to monitor effectiveness of implementation of strategies

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing/quarterly reports

Evidence of Completion

Monthly at-risk student report

G12.B2 Analysis of 2012-2013 Actual Performance Report indicates that 75% of our students are graduation in four years, goal is to increase that percentage to 77%, an increase of 2% for 2013-2014 reports.

G12.B2.S1 Students who are at-risk of not graduating are identified and met with on an individual and group basis with counselors and parent contact is made. Student transcripts are reviewed and the necessary requirements for graduation are outlined. Strategies to rectify are suggested at this time.

Action Step 1

Teachers monitor student work and refer struggling, failing students with a senior failure list to pertaining counselor

Person or Persons Responsible

Teachers/ counselors

Target Dates or Schedule

ongoing/ quarterly

Evidence of Completion

student grades and student work samples

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

Counselors and teachers monitor quarterly grades and progress reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing/quarterly

Evidence of Completion

Daily attendance bulletins, work samples, grades on progress reports and quarterly report cards

Plan to Monitor Effectiveness of G12.B2.S1

Monitor student attendance and grade reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing/ quarterly

Evidence of Completion

Monthly at- risk student report

G13. Through the monitoring of Early warning Systems, our school will decrease the overall percentage of students who miss 10% or more of instructional time while decreasing the number of students with referrals and GPA's less then 2.0.

G13.B1 In 2013 18% of students missed 10% or more of available instructional time.Our goal is to improve attendance to 17% which would demonstrate a decrease of 1 percentage point.

G13.B1.S1 Connect Ed automated voice system, alerting parents of unexcused absence, as well as parent portal alerting parent to student absences. Implementation of Home room /advisory period to serve as attendance monitoring strategy.

Action Step 1

Monitor student attendance , daily class attendance reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

MTSS/RTI team meets every other week during the school year.

Evidence of Completion

Monthly attendance reports generated to monitor student attendance.

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

Monthly attendance reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Strategies on going throughout the year

Evidence of Completion

Progress reports , attendance reports

Plan to Monitor Effectiveness of G13.B1.S1

Daily, monthly and quarterly attendance reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Strategies will be ongoing through the school year, monitored by MTSS/RTI team

Evidence of Completion

report cards, attendance reports

G13.B2 Decrease the number of 9th grade students with excessive absences in the first 20 days by 1%.

G13.B2.S1 Students with excessive absences are referred to attendance review committee , meeting is scheduled with parent contacts made.

Action Step 1

Teachers review attendance bulletins on a regular basis referring students with poor attendance to counselors

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student referrals are received by counselors for attendance

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

MTSS/RTI team meets biweekly

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing, bi-weekly meetings

Evidence of Completion

Daily, weekly attendance reports are generated

Plan to Monitor Effectiveness of G13.B2.S1

MTSS/RTI team and counselors will schedule meetings with students and parents

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing/ Bi- monthly meetings

Evidence of Completion

Daily, and monthly attendance reports

G13.B3 Analysis of 2012-2013 At- Risk student report indicates that 18 % of all students have a GPA less than 2.0

G13.B3.S1 Students with a GPA of less then 2.0 or failing classes are offered tutoring after school, intensive math and reading classes and the opportunity for peer tutoring

Action Step 1

Teachers monitor student work, and in class assessments including rubric assessments. Teachers suggest tutoring to any students not performing well.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going , weekly tutoring offered

Evidence of Completion

interim progress reports, in class assessments and student work samples.

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Counselors and teachers work together to support student success.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing, weekly

Evidence of Completion

Student work samples, tutoring attendance, interim grades

Plan to Monitor Effectiveness of G13.B3.S1

Grades monitored via at risk cohort report

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

At-risk cohort report, report cards

G13.B4 Analysis of 2012-2013 suspension report indicates that 27 % of students received one or more referral which lead to suspension due to failure to understand the connection between academic success, and student behavior.

G13.B4.S1 Students referred to MTSS/RTI team, continual parent contact made, and parent meetings scheduled.

Action Step 1

administration monitors student referrals reports

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing , Daily reports, SCAMS generated

Evidence of Completion

SCAMS generated

Plan to Monitor Fidelity of Implementation of G13.B4.S1

Administrators monitor monthly suspension report to determine effectiveness of strategies being implemented

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Ongoing/Monthly

Evidence of Completion

interim progress reports and quarterly grades

Plan to Monitor Effectiveness of G13.B4.S1

Administration will monitor quarterly reports and quarterly grades via the at-risk cohort report in oder to determine overall effectiveness of strategies

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Quarterly

Evidence of Completion

Grades and quarterly reports

G13.B5 Analysis of 2012-2013 At-risk student report indicates that 26 % of 9th grade students failed 2 or more classes.

G13.B5.S1 We provided a four day orientation this summer for all ninth grade students, to review high requirements, attendance, expectations, curriculum, and supports.

Action Step 1

Teachers support 9th grade students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

student work samples, interim assessments, quarterly grades.

Plan to Monitor Fidelity of Implementation of G13.B5.S1

student work samples

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

ongoing- quarterly

Evidence of Completion

progress reports, and in class assessments.

Plan to Monitor Effectiveness of G13.B5.S1

in class assessments , student work samples

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

on going /quarterly

Evidence of Completion

Assessments, quarterly reports, interim grades

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, neglected and delinquent students.
Title I, Part C- Migrant
N/A
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
The services at MBSH that are provided through the District include education materials and ELL district support services to improve the education of immigrant and English Language Learners. MBSH provides Home Language Assistance tutoring through an HLAP tutor during the school day, and provides after-school and Saturday tutoring for ELL students in all core subject areas.
Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation
Violence Prevention Programs
During 2013-2014 school year, MBSH will continue with the DFYIT program (Drug-Free Youth in Town), the Listeners program and Anti-Bullying lessons for all students through Beach Outreach (Advisory Period).
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs
N/A
Head Start
N/A
Adult Education
MBSH partners with the Miami Beach Adult Education Center to provide credit recovery options for at-risk students. This partnership enables MBSH to reduce the dropout rate by providing students with options for credit recovery to keep them on schedule towards graduation. High school completion courses are also available to all eligible MBSH students in the evening and summer, based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation or grade forgiveness purposes through the adult education program.
Career and Technical Education
MBSH promotes Career Pathways and Programs of Study; students become academy program completers and have a better understanding and appreciation of the postsecondary opportunities. They also plan 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. They also provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry Certifications. Readiness for postsecondary education strengthens the integration of academic and career technical components in a coherent sequence of courses. Dual Enrollment courses in hospitality management, economics, and calculus are offered on site.
Job Training

MBSH partners with the City of Miami Beach, local business and arts organizations to provide students with a job skills program that will allow students the opportunity to succeed by learning how to create a resume, how to dress for success, and how to properly prepare and perform during a job interview. Students are able to participate in internships or be hired for after-school jobs in which they simultaneously receive elective credit. All on-the-job training programs are complemented by a work skills class that is taught during the school.

Other

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.

G1.B1 In 2013, 19% of ELL students met the target goal on the FCAT Reading 2.0, the target goal for 2014 is 46%. 29% of SWD students met the goal on FCAT 2.0 2013, the target for this subgroup in 2014 is 42%. Also, 49% of ED students met the target goal for reading on the 2013 administration of the FCAT Reading 2.0 which did not meet the AMO target, the goal for 2014 is 58%. All three subgroups are deficient in Reporting Category 1: Vocabulary.

G1.B1.S1 Students will increase their knowledge of grade-level vocabulary, through the following strategies: word maps, such as Concept of Definition maps, :the development of structural analysis skills through the use of roots, prefixes, suffixes and syllabication, word walls in the classrooms. In addition, we will implement school wide instruction of a grade level word of the day as well as an SAT word of the day in all classes .

PD Opportunity 1

Teachers will develop lessons in which vocabulary strategies are explicitly taught and practiced.

Facilitator

Chandrell Larkin

Participants

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, student work

G1.B3 In 2013 FCAT 2.0 reading data indicates that 74% of the lowest 25% made learning gains. The area needing improvement is Reporting Category 2: Reading Application. The target goal for 2014 is 77% of students making learning gains.

G1.B3.S1 Students will develop comprehension skills to better respond to higher complexity questions through the use of Reading Plus, Reciprocal Teaching, independent reading and close reading strategies.

PD Opportunity 1

Teachers will implement Reading Plus through the Intensive Reading classes, teach and practice Reciprocal Teaching strategies and a implement close analytic reads and promote independent reading with the Accelerated Reader program.

Facilitator

Reading Plus Representative

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Graded work samples, Reading Plus reports, Teacher Lesson plans, AR Quiz results

G1.B4 2013 FCAT 2.0 reading data indicates that 24% of Level 3 students were proficient. The goal for the 2013-14 school year is to increase that number by 7 points to 31% proficient. Students experienced difficulty in Reporting Category 1: Vocabulary.

G1.B4.S1 Students will be provided with additional vocabulary practice using word maps and other forms of notes to identify prefixes, suffixes, roots, synonyms and antonyms. Students will use the SAT word of the day and its synonym on a daily basis to build word knowledge and vocabulary.

PD Opportunity 1

Teachers will provide explicit instruction in identifying words parts and related words and will model using words maps and other graphic organizers.

Facilitator

Chandrell Larkin

Participants

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, teacher and District assessments

G1.B8 On the 2013 FCAT 2.0 reading test, data indicates that 69% of all students made learning gains. The goal is to increase that number on the 2013-14 test by 3% to 72%. Concentration on Report Category 1: Vocabulary would help to achieve this goal with emphasis on identifying advanced word and phrase relationships.

G1.B8.S1 Students will be provided instruction in vocabulary strategies such as word maps and "Concept of Definition" maps to better understand relationships between words. Daily SAT vocabulary words and a related synonym will be discussed in all classes.

PD Opportunity 1

Teachers will identify subject-specific vocabulary terms and guide students in using various word maps and/or notes to develop deeper understanding of those terms as well as the school-wide words of the day.

Facilitator

Chandrell Larkin

Participants

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work samples

G1.B9 On the 2013 administration of the CELLA, data indicates that 49% of students scored proficiently in the area of listening/speaking. The goal is to increase that number by 6% to 54%. The area of deficiency was oral language skills.

G1.B9.S1 Students will improve their listening skills as teachers use the strategies of substitution, expansion, paraphrasing and repetition. They will be encouraged to speak academic English in the classroom through role playing and reader's theater.

PD Opportunity 1

Teachers will use expansion, paraphrase and repetition to model proper use of language will providing support in listening. Students will practice speaking academic English on a daily basis inside classroom.

Facilitator

Bilingual Curriculum Support Specialist

Participants

ELL teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work, teacher-made assessments, Achieve 3000 and Imagine Learning assessments

G3. On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.

G3.B1 Students require assistance with demonstrating a mature command of language which impedes their ability to score at Level 3.5 and above.

G3.B1.S2 Students will utilize the school-wide strategy, "State Your Claim and Prove It".

PD Opportunity 1

Teachers model effective writing strategies, specifically the use of elaboration to support a claim.

Facilitator

English Department Chair

Participants

English Teachers

Target Dates or Schedule

Ongoing 2103-1014 school year

Evidence of Completion

Administrative walk - throughs and Teacher Lesson plans

G4. On the 2013 Math EOC 60% of students met their target goal. The goal is to maintain or exceed the goal of 52% for the 2013-2014 school year.

G4.B1 On the administration of the math EOC, 32% of White and SWD students scored at a level 3 or above. The target for white students for the math EOC is 59% and the target for SWD students is 42%. Finally, 46% of the ELL subgroup scored at a level 3 or above, the target for the 2014 administration of the Math EOC is 52%.

G4.B1.S1 Utlize bell ringers and Gizmos to further understanding of NGSS and common core standards.

PD Opportunity 1

Provide student Common Core and NGSSS geared bell ringers.

Facilitator

Math Department Chair

Participants

Administrative team and Department Chairperson

Target Dates or Schedule

On going through the 2013-2014 school year.

Evidence of Completion

Administrative walk-throughs and faculty meeting agendas.

G9. The goal for 2013-14 is to increase the number of STEM learning opportunities provided to students by increasing the participation in competitions, activities and enrollment in STEM related courses.

G9.B3 During the 2012-13 school year, only 26% of accelerated students were enrolled and completed accelerated STEM courses due to a perception of difficulty and intimidation by the rigor of the coursework.

G9.B3.S1 STEM teachers will promote rigor within the core courses to better prepare students for more advanced courses.

PD Opportunity 1

Follow District Pacing Guides, vertical alignment with advanced STEM teachers curriculum

Facilitator

College Board

Participants

AP and core teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, student work, District and teacher-generated assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.	$1,600
G3.	On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.	$2,000
	Total	$3,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC	$3,600	$3,600
Total	$3,600	$3,600

Budget Details

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

G1. On the 2013 FCAT 2.0 for Reading, 58% of students scored at or above grade level. Our goal for the 2014 FCAT 2.0 for Reading is 66% of students scoring at Level 3 or above. This would demonstrate an increase of 8 percentage points.

G1.B3 In 2013 FCAT 2.0 reading data indicates that 74% of the lowest 25% made learning gains. The area needing improvement is Reporting Category 2: Reading Application. The target goal for 2014 is 77% of students making learning gains.

G1.B3.S1 Students will develop comprehension skills to better respond to higher complexity questions through the use of Reading Plus, Reciprocal Teaching, independent reading and close reading strategies.

Action Step 1

Teachers will implement Reading Plus through the Intensive Reading classes, teach and practice Reciprocal Teaching strategies and a implement close analytic reads and promote independent reading with the Accelerated Reader program.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader through Renaissance Learning

Funding Source

EESAC

Amount Needed

$1,600

G3. On the 2013 administration of the FCAT Writing, 422(69%) of the students tested scored at a 3.5 or above. Our goal for the 2014 administration of the FCAT Writing is to increase the percentage of students scoring at 3.5 or above to 72%.

G3.B1 Students require assistance with demonstrating a mature command of language which impedes their ability to score at Level 3.5 and above.

G3.B1.S2 Students will utilize the school-wide strategy, "State Your Claim and Prove It".

Action Step 1

Teachers model effective writing strategies, specifically the use of elaboration to support a claim.

Resource Type

Evidence-Based Program

Resource

Measure Inc., writing prompts and scoring for all 10th grade students.

Funding Source

EESAC

Amount Needed

$2,000