2013-2014 SCHOOL IMPROVEMENT PLAN

Horace Mann Middle School

8950 NW 2ND AVE

El Portal, FL 33150

305-757-9537

http://hmms.dade.k12.fl.us/

School Demographics

School Type Middle School	**Title I** Yes	**Free and Reduced Lunch Rate** 94%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	C	C

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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Horace Mann Middle School

Principal
Leon P. Maycock

School Advisory Council chair
Robin Hechler

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

Name	Title
Dorothy M. de Posada	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

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

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The Council reviews and approves the School Improvement Plan and receives updates to the School Improvement Plan monthly

Activities of the SAC for the upcoming school year

Foster an environment of professional collaboration among all education stakeholders to help create a learning environment that will empower students to reach their full academic potential with the skills, abilities, desire and confidence to become productive citizens and employees. The Council will strive to accomplish this purpose by working together with the principal to develop diverse input and focus to the preparation and review of the School Improvement Plan (SIP) and by M-DCPS Strategic Planning goals. The EESAC will meet monthly to accomplish its goals and objectives.

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

EESAC funds will be used to improve student academic performance and to incentivize improved student academic performance.

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

In Compliance

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

N/A

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Leon P. Maycock		
Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	Bachelor of Science – Structural Design, Idaho State University, Certificate - Exceptional Education, Nova Southeastern University, Master of Science – Educational Leadership, Union Institute & University Certification in Computer Science, Exceptional Student Education, and Educational Leadership	
Performance Record	2013 – School Grade = P Rdg. Proficiency, 22% Math Proficiency, 56% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 84 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade= B Rdg. Proficiency, 22% Math Proficiency, 46% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 74 points Rdg. AMO –__ Math AMO–__ 2011 and prior use original format. '11 '10 '09 '08 School Grade C C A A	

High Standards Rdg.
15% 12% 63% 65%
High Standards Math
41% 42% 65% 65%
Lrng Gains-Rdg.
41% 41% 63% 65%
Lrng Gains-Math
70% 77% 70% 70%
Gains-Rdg-
57% 49% 76% 66%
Gains-Math-
65% 89% 71% 66%

Dorothy M. de Posada		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Bachelor's Degree from the University of Massachusetts at Amherst in Literature in Spanish, Master's Degree in Modern Language Education from Florida International University and an Educational Leadership Certificate from Florida International University, Certification in Ed Leadership, Spanish, English 6-12, ESOL, Gifted, Reading.
Performance Record	2013 – School Grade D Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–__ 2012 – School Grade = C Rdg. Proficiency, 41% Math Proficiency, 39% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% 60 points Rdg. AMO –__ Math AMO–__ '11 '10 '09 '08 School Grade C C C C AYP High Standards Rdg. 50 45 44 47 High Standards Math 51 44 42 44 Lrng Gains-Rdg. 60 59 61 58 Lrng Gains-Math 68 61 42 44 Gains-Rdg-25% 64 66 61 58 Gains-Math-25% 73 68 65 68 2013 – School Grade D Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% -

__ points
Math Imp. of Lowest 25% -
__ points
Rdg. AMO –__
Math AMO–__
2012 – School Grade = C
Rdg. Proficiency, 41%
Math Proficiency, 39%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 56 points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% 60 points
Rdg. AMO –__
Math AMO–__
'11 '10 '09 '08
School Grade C C C C
AYP
High Standards Rdg.
50 45 44 47
High Standards Math
51 44 42 44
Lrng Gains-Rdg.
60 59 61 58
Lrng Gains-Math
68 61 42 44
Gains-Rdg-25%
64 66 61 58
Gains-Math-25%
73 68 65 68

Instructional Coaches

of instructional coaches
3

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

Instructional Coach Information:

Monica Rodriguez		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Ed ESOL Pre-K	
Performance Record	N/A	

Cindy Wilson		
Part-time / District-based	Years as Coach: 4	Years at Current School: 0

Areas	Mathematics
Credentials	Math 5-9
Performance Record	2013 – School Grade = P Rdg. Proficiency, 22% Math Proficiency, 56% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 80 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 84 points Rdg. AMO –__ Math AMO–__ 2012 – School Grade= B Rdg. Proficiency, 22% Math Proficiency, 46% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 74 points Rdg. AMO –__ Math AMO–__ 2011 and prior use original format. '11 '10 '09 '08 School Grade C C A A High Standards Rdg. 15% 12% 63% 65% High Standards Math 41% 42% 65% 65% Lrng Gains-Rdg. 41% 41% 63% 65% Lrng Gains-Math 70% 77% 70% 70%

Amy Morgan		
Part-time / District-based	Years as Coach: 2	Years at Current School: 20

Areas	Science
Credentials	Science 5-9 Gifted Physical Education Health Education Middle Grades Endorsement
Performance Record	2013 – School Grade D Rdg. Proficiency, __% Math Proficiency, __% Rdg. Lrg. Gains, __ points Math Lrg. Gains, __points Rdg. Imp. of Lowest 25% - __ points Math Imp. of Lowest 25% - __ points Rdg. AMO –__ Math AMO–__ 2012 – School Grade = C Rdg. Proficiency, 41% Math Proficiency, 39% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% 60 points Rdg. AMO –__ Math AMO–__ '11 '10 '09 '08 School Grade C C C C AYP High Standards Rdg. 50 45 44 47 High Standards Math 51 44 42 44 Lrng Gains-Rdg. 60 59 61 58 Lrng Gains-Math 68 61 42 44 Gains-Rdg-25% 64 66 61 58 Gains-Math-25% 73 68 65 68

Classroom Teachers

of classroom teachers

41

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
66%

 # certified in-field
39, 95%

 # ESOL endorsed
6, 15%

 # reading endorsed
6, 15%

 # with advanced degrees
21, 51%

 # National Board Certified
2, 5%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
4, 10%

 # with 6-14 years of experience
16, 39%

 # with 15 or more years of experience
19, 46%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

The principal of the school actively recruits Teach for America teachers for open vacancies. New teachers and early career teachers meet with their respective department chairs and mentors on a weekly basis.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New and early career teachers are provided with time to meet with their mentors and department chairs during common planning and department meetings. New teachers are tiered by their respective coaches and participate in the coaching continuum.

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

Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

MTSS/RtI leadership is composed of the following:
• Administrator(s) who will ensure commitment and allocate resources are:
Leon P. Maycock, Principal
Dorothy M. de Posada, Assistant Principal
• Teacher(s) and Coaches will assist in identifying areas of need, conduct and monitor interventions targeted to the area of need and report on meeting the goals of the MTSS/RtI at grade level, subject area, and intervention group, problem solving. They are:
Monica Rodriguez, Reading Coach
Cindy Wilson, Math Coach
• Team members who will meet to review consensus, infrastructure, and implementation of building level

are:
Monica Mitchell, Academic Counselor
Shontel Howell, SPED LEA and SPED Department Chair
Woodlyne Desroches, Social Worker
Jeheudis Vuai, School Psychologist
The school's MTSS/RtI will include additional personnel as resources to the team based on specific problems or concerns as warranted.

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

The MTSS/RtI will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments

- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT 2.0
- Student grades
- School site specific assessments
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

The District professional development and support will include:
- Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
- Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
- Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.
Support MTSS/MTSS/RTI at the school site will included:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/MTSS/RTI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for suppoMTSS/RtIng decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently

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

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

Strategy: Before or After School Program
Minutes added to school year: 3,000

The after-school program will provide homelearning assistance to students (including ESOL and ESE students) and enrichment activities.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre- and post- testing will be conducted by tutors to determine learning gains in the areas of reading and math.

Who is responsible for monitoring implementation of this strategy?

Leon P. Maycock, Principal
Dorothy M. de Posada, Assistant Principal
Cindy Wilson, Math Coach
Damita Haynes-Ferguson, Math Department Chair
Monica Rodriguez, Reading Coach
Cashania Allen, Language Arts Department Chair
Amy Morgan, Science Coach
Kester Peters, Science Department Chair
Taj Echoles, SCSI

Literacy Leadership Team (LLT)

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

Name	Title
Leon P. Maycock	Principal
Dorothy M. de Posada	Assistant Principal
Monica Rodriquez	Reading Coach
Randolph Morton	Media Specialist

How the school-based LLT functions

The purpose of the Reading MTSS/RtI is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month.
A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the

reading coach, please address the following:

The purpose of the Reading MTSS/RtI is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading MTSS/RtI (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading MTSS/RtI. The team will meet monthly throughout the school year. School Reading MTSS/RtIs may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading MTSS/RtIs will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

The LLT will establish monitor and interpret reading data, establish model classrooms, conference with teachers, mentor new teachers and provide professional development. The LLT will create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; reviewing and interpreting data; and providing professional development.

Every Teacher Contributes to Reading Instruction

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

All elective teachers will implement the school-wide Instructional Focus Calendar (IFC) for reading. All elective teachers will meet with the administrative team and the reading coach to review the IFC and to determine the resources and protocols to be used in each subject area.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

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

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

The school provides students with computer education classes that help them improve their computer skills and expose them to different fields, such as web and graphic design, math, reading, and multimedia implementation. These classes help the students practice skills that they can use in their everyday life as well as in their future.

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

The school has a certified counselor; a magnet lead teacher; reading, math, and science coaches, as well as certified teachers and administrators that meet with the students and their parents to discuss and plan for the classes from which the students will benefit the most.

Strategies for improving student readiness for the public postsecondary level

The school offers to the students and their families: parent-teacher meetings/ conferences, high school articulation field trips, a career fair, a magnet fair, a high-school fair, a state-wide college tour,and assemblies with speakers from different businesses.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	41%	No	54%
American Indian				
Asian				
Black/African American	47%	40%	No	52%
Hispanic	53%	49%	No	58%
White				
English language learners	30%	18%	No	37%
Students with disabilities	41%	15%	No	47%
Economically disadvantaged	48%	42%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	11%	17%
Students scoring at or above Achievement Level 4	46	7%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	439	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	102	57%	62%

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)	57	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	21%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	14%	19%

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.	*[data excluded for privacy reasons]*		0%

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		36%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	35%	No	54%
American Indian				
Asian				
Black/African American	47%	34%	No	52%
Hispanic	52%	44%	No	57%
White				
English language learners	36%	18%	No	42%
Students with disabilities	34%	5%	No	41%
Economically disadvantaged	48%	36%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	17%	35%
Students scoring at or above Achievement Level 4	67	11%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		82%	84%
Middle school performance on high school EOC and industry certifications		88%	89%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	56%	57%
Students scoring at or above Achievement Level 4	13	29%	29%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	48%	48%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		43%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	13%	17%
Students scoring at or above Achievement Level 4	24	10%	14%

Florida Alternate Assessment (FAA)

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

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	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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)	1		2
Participation in STEM-related experiences provided for students	233	33%	43%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	2%	1%
Students who fail a mathematics course	184	25%	20%
Students who fail an English Language Arts course	93	13%	10%
Students who fail two or more courses in any subject	258	35%	25%
Students who receive two or more behavior referrals	62	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	62	9%	7%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

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

Increase parent involvement through subject specific parent information meetings and report card nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement through report card nights	0	0%	300%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The school will use the gradual release model (GRRM) to increase students making learning gains on the FCAT 2.0 Reading, Mathematics and Science assessments and the EOC assessment for Algebra I.

G2. The school will use data-based differentiated instruction to increase the number and percentage of students making learning gains on the FCAT 2.0 for Reading, Math and Science, and for the EOC for Algebra I.

G3. The school will use collaborative learning strategies to increase the percentage of students scoring at or above a level 3.0 on the FCAT 2.0 for Reading, Math and Science and to achieve a 3.5 or higher on the Florida Writes.

G4. The school will use data driven differentiated instruction to increase the percentage of students scoring at proficiency on the Reading and Writing portions of the CELLA Test.

Goals Detail

G1. The school will use the gradual release model (GRRM) to increase students making learning gains on the FCAT 2.0 Reading, Mathematics and Science assessments and the EOC assessment for Algebra I.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- STEM - High School

- EWS - Middle School

Resources Available to Support the Goal

- Provide teachers with professional developments that are geared towards collaborative learning.

- Provide teachers with professional developments that will expose them to new mathematical programs that modify instruction based on the level of the learner.

- Utilize common planning/department meetings to analyze data and group students according to their specific needs.

- Utilize common planning/department meetings to develop differentiated instruction strategies.

Targeted Barriers to Achieving the Goal

- Students are receiving most instruction during whole group so their deficiencies are not being serviced.

- The school does not have funding for a math interventionist to pull out or push in to math classes.

Plan to Monitor Progress Toward the Goal

Classroom observations, lesson plans and coaches logs evaluations.

Person or Persons Responsible
Assistant Principals/Coaches

Target Dates or Schedule:
During walkthroughs and common planning/department meetings.

Evidence of Completion:
Student should display learning gains on all regional and district exams.

G2. The school will use data-based differentiated instruction to increase the number and percentage of students making learning gains on the FCAT 2.0 for Reading, Math and Science, and for the EOC for Algebra I.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal
- The usage of technology in the classroom through Carnegie Learning, Gizmos, CompassLearning, etc.
- Properly grouping students and assigning them to a highly qualified teacher.
- Providing professional developments that will promote the usage of best practices strategies.

Targeted Barriers to Achieving the Goal
- There is limited evidence of teachers providing students with opportunities to critically think and engage in rigorous tasks which inhibit them from successfully responding to high complexity mathematical questions and tasks.
- Students who enter the school after the year has begun are not placed in the appropriate class based on their achievement level.

Plan to Monitor Progress Toward the Goal

Student achievement will be monitored through topic and interim assessments.

Person or Persons Responsible
Assistant Principal/Coach

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student achievement will increase when compared to the baseline, topic and interim assessments.

G3. The school will use collaborative learning strategies to increase the percentage of students scoring at or above a level 3.0 on the FCAT 2.0 for Reading, Math and Science and to achieve a 3.5 or higher on the Florida Writes.

Targets Supported

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

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Algebra 1 EOC

- Science

- Science - Middle School

Resources Available to Support the Goal

- Conduct professional developments through common planning that target critical thinking strategies through use of informational text.

- Utilize Webb's Depth of Knowledge during common planning to develop and promote students' critical analyzing and synthesizing skills.

- Provide active coaching and model the implementation of critical thinking strategies and rigorous tasks in the classroom.

- Develop observational classrooms that demonstrate high levels of rigor and create a rotational schedule for peer observation.

Targeted Barriers to Achieving the Goal

- Common planning meetings are conducted without a framework.

Plan to Monitor Progress Toward the Goal

Review professional development agendas and sign-in sheets. Monitor coaching logs and calendars. Monitor common planning and the creation of lesson plans.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Common Planning Framework and lesson plans.

G4. The school will use data driven differentiated instruction to increase the percentage of students scoring at proficiency on the Reading and Writing portions of the CELLA Test.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- • Provide professional development on aligning the differentiated instruction resources with the core text in order to explicitly target student deficiencies.

- • Provide active coaching on the alignment of resources and implementation of data-driven instruction utilizing the core text.

- •Identify model classrooms which demonstrate alignment of resources to the benchmark during differentiated instruction

- • Provide modeling of research-based ESOL strategies in the classroom.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G2. The school will use data-based differentiated instruction to increase the number and percentage of students making learning gains on the FCAT 2.0 for Reading, Math and Science, and for the EOC for Algebra I.

G2.B1 There is limited evidence of teachers providing students with opportunities to critically think and engage in rigorous tasks which inhibit them from successfully responding to high complexity mathematical questions and tasks.

G2.B1.S2 Create a bank of critical thinking strategies for all math classes to implement in their lesson.

Action Step 1

The mathematics department will share their best practices and critical thinking strategies in an effort to create a bank of strategies.

Person or Persons Responsible

Coach/Department Chair

Target Dates or Schedule

During a professional development day.

Evidence of Completion

Teachers will implement these critical thinking strategies into their lesson plans.

Facilitator:

Participants:

Coach/Department Chair

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Coaches Logs and Departmental Meetings

Person or Persons Responsible

Assistant Principal/Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs and observations will show evidence of the implementation of the critical thinking strategies.

Plan to Monitor Effectiveness of G2.B1.S2

Student progress will be monitored through Topic assessments and interim assessments.

Person or Persons Responsible

Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data will be compared from the baseline, topic and interim assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The school will use collaborative learning strategies to increase the percentage of students scoring at or above a level 3.0 on the FCAT 2.0 for Reading, Math and Science and to achieve a 3.5 or higher on the Florida Writes.

G3.B1 Common planning meetings are conducted without a framework.

G3.B1.S1 Create a framework to be utilized in common planning.

Action Step 1

Provide Reading and Language Arts teachers with common planning frameworks to choose from or give the option to create their own.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September common planning meeting

Evidence of Completion

common planning agenda

Action Step 2

Select the framework and utilize the framework during common planning meetings.

Person or Persons Responsible

Reading Coach, Reading/ Language Arts teachers

Target Dates or Schedule

Select the framework and utlize the framework during common planning meetings.

Evidence of Completion

common planning agenda, framework

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

Common planning visits Review common planning agendas/sign-in sheet

Person or Persons Responsible

Administration

Target Dates or Schedule

Common Planning Meetings

Evidence of Completion

Framework utlization is evident during common planning. Agenda reflects the framework that was chosen.

Plan to Monitor Effectiveness of G3.B1.S1

Common planning visits, classroom walk-throughs

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

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
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in before or after-school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental MTSS/RtI in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; MTSS/RtI in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The MTSS/RtI is included 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, and Title I Calendar Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, Migrant Education Program. 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 MTSS/RtI 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
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
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 MTSS/RtI 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
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
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 plan.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Certification agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

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.

G2. The school will use data-based differentiated instruction to increase the number and percentage of students making learning gains on the FCAT 2.0 for Reading, Math and Science, and for the EOC for Algebra I.

G2.B1 There is limited evidence of teachers providing students with opportunities to critically think and engage in rigorous tasks which inhibit them from successfully responding to high complexity mathematical questions and tasks.

G2.B1.S2 Create a bank of critical thinking strategies for all math classes to implement in their lesson.

PD Opportunity 1

The mathematics department will share their best practices and critical thinking strategies in an effort to create a bank of strategies.

Facilitator

Participants

Coach/Department Chair

Target Dates or Schedule

During a professional development day.

Evidence of Completion

Teachers will implement these critical thinking strategies into their lesson plans.

Appendix 2: Budget to Support School Improvement Goals