



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD

Hialeah Gardens, FL 33018

305-698-5000

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 B	2012-13 A	2011-12 B	2010-11 B
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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

Hialeah Gardens Senior High School

Principal

Louis Algaze J

School Advisory Council chair

Niurka Davis

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

Name	Title
Andy Granados	Assistant Principal
Lesa Slocum	Assistant Principal
Edith Cimino	Assistant Principal
Lee Krueger	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 – 1
 Teachers – 5
 Alternate Teacher – 1
 Educational Support – 1
 Alternate Educational Support – 1
 Parents – 5
 Students – 2
 Business/Community Representative -3

Involvement of the SAC in the development of the SIP

During quarterly and special meeting sessions, the progress of the SIP goals and available resources are discussed and analyzed in order to facilitate school-wide success. The committee analyzed

suggestions made by each academic department in the SIP End of Year Review form for 2012-2013. Strategies, data, instructional resources were all discussed and considered before making final recommendations. All recommendations or decisions made by the SAC were consistent with the Florida Continuous Improvement Model, the Common Core Standards, the State vocational/business standards, pertinent Academy curricula, and the New Generation Sunshine State Standards strands and benchmarks, to ensure continuity, alignment, and achievement.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC/SAC) at Hialeah Gardens High School provides an unbiased forum for professional and community collaboration among all stakeholders in order to foster a learning environment that supports the school's vision and mission. SAC activities are centered around working to insure improved student achievement. SAC will engage in the following activities: prepare and evaluate the School Improvement Plan (SIP); assists in the preparation of the school's annual budget; assist in the preparation and delivery of necessary and appropriate educational programs and services; support all stakeholders in their interests related to the improvement of student achievement. Decisions on courses of action result from discussion of issues and the arrival of a group consensus at meetings which are advertised and open to the public.

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

The EESAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the EESAC is kept apprised of the staffing allocation considerations as well. Everything that the EESAC considers is tied to resource allocation for the purpose of enhancing student achievement.

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:

Lee Krueger		
Asst Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	Chemistry, Ed. Leadership	
Performance Record	2012, 2013 – School Grade Rdg. Proficiency, 49% Math Proficiency, 64% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 71 points Rdg. AMO - 56% Math AMO– 51% '11 '10 '09 School Grade- B B C C High Standards Rdg.- 42 45 47 45 High Standards Math - 80 79 78 75 Lrng Gains-Rdg.- 49 47 52 57 Lrng Gains-Math - 80 76 72 76 Gains-Rdg-25% - 47 44 51 56 Gains-Math-25% - 79 65 58 65	

Lesa Slocum		
Asst Principal	Years as Administrator: 11	Years at Current School: 5
Credentials	Elem Ed, Ed. Leadership	
Performance Record	2012, 2013 – School Grade Rdg. Proficiency, 49% Math Proficiency, 64% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 71 points Rdg. AMO - 56% Math AMO– 51% '11 '10 '09 School Grade - B B C B High Standards Rdg.- 42 41 53 13 High Standards Math - 80 77 62 38 Lrng Gains-Rdg.- 49 48 64 38 Lrng Gains-Math- 80 76 57 72 Gains-Rdg-25% - 47 46 59 55 Gains-Math-25% - 79 71 63 78	

Edith Cimino		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Social Science, Ed. Leadership	
Performance Record	2012, 2013 – School Grade Rdg. Proficiency, 49% Math Proficiency, 64% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% - 71 points Rdg. AMO - 56% Math AMO– 51% '11 '10 '09 School Grade - A B C High Standards Rdg.- 37 36 33 High Standards Math - 63 66 65 Lrng Gains-Rdg.- 52 51 56 Lrng Gains-Math- 75 70 78 Gains-Rdg-25% - 62 49 63 Gains-Math-25% - 79 64 81	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Vanessa Valle		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
Areas	Reading/Literacy, RtI/MTSS	
Credentials	English, Reading, ESOL	
Performance Record	'13 '12 '11 '10 '09 School Grade X B B C B AYP X N N N N High Standards Rdg. X 42 41 38 N/A Lrng Gains-Rdg. X 49 48 59	

Claudia Estrada		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Reading/Literacy, RtI/MTSS	
Credentials	French, Reading, ESOL, MG English	
Performance Record	'13 '12 '11 '10 '09 School Grade X B B C B AYP X N N N N High Standards Rdg. X 42 41 38 N/A Lrng Gains-Rdg. X 49 48 59	

Classroom Teachers

# of classroom teachers	131
# receiving effective rating or higher	131, 100%
# Highly Qualified Teachers	67%
# certified in-field	127, 97%
# ESOL endorsed	29, 22%
# reading endorsed	16, 12%
# with advanced degrees	58, 44%
# National Board Certified	3, 2%
# first-year teachers	3, 2%
# with 1-5 years of experience	28, 21%
# with 6-14 years of experience	73, 56%
# with 15 or more years of experience	27, 21%

Education Paraprofessionals

# of paraprofessionals	6
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Highly Qualified

5, 83%

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

- 1.Regular meetings with new teachers, designated Assistant Principal, Department Chairperson, and Lead Responsible:
Academy Teachers
Principal,
Assistant Principal,
Department Chair,
Lead Academy Teacher
- 2.Partnering new teachers with veteran teachers.
Responsible:
Assistant Principal
- 3.Soliciting referrals from current employees
Responsible:
Assistant Principal
- 4.Offer teachers leadership opportunities
Responsible:
Principal

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

1. Ms. Cary S. DeLaCruz will be paired with mentor Maria Donohue.
Ms. DeLaCruz is a teacher with less than one year of teaching experience. She is paired with Ms. Donohue, a Highly Qualified Science Teacher and the North Region Teacher of the Year.The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
2. Ms. Jessica Iglesias will be paired with mentor Christine Rodriguez.
Ms. Iglesias is a teacher with less than one year of teaching experience. She is paired with Ms. Rodriguez, a Highly Qualified Language Arts Teacher, Department Chairperson, and NBCT. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
3. Mr. Eric Cainas will be paired with mentor Vanessa Valle
Mr. Cainas is a teacher with less than one year of teaching experience. He is paired with Ms. Valle, a Highly Qualified Language Arts Teacher and Reading Coach.The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
4. Ms. Deborah Winter will be paired with mentor, Claudia Estrada.
Ms. Winter is a teacher with less than one year of teaching experience. She is paired with Ms. Estrada, a Highly Qualified Teacher, Reading Coach and NBCT.The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.
5. Ms. Yaquelin Alfonso will be paired with metor, Ms. Arrascaeta.

Ms. Alfonso is a teacher with less than one year of teaching experience. She is paired with Ms. Arrascaeta, a Highly Qualified SPED teacher. The mentor will meet with the mentee on a biweekly basis and discuss lesson plans, instructional calendar, classroom management, and conduct data chats.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

The school-based RtI Leadership Team is involved in proposing practices and developing a plan for implementing school-wide improvements in all specified goal areas of the SIP. The RtI Leadership Team uses the data gathered to identify goals for the SIP. These goals will be used to create action steps or strategies. The team will help set and implement clear expectations that align with state, district and school's instructional focus.

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

Principal - provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data.

- Assistant Principal - provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data.
- Assistant Principal & RtI Coordinator- provide oversight and facilitate the school's MTSS plan for school-wide improvements based on data; provide levels of support and interventions based on data
- Media Specialist - serve as a member of the LLT; provide school-wide literacy initiatives
- Academy of Biomedical Science Lead Teacher- align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Student Services Department Chairperson - maintain effective communication with students, parents and teachers
- Reading Coaches - provide resources and support for teachers; schedule district assessments; conduct data chats;
- Language Arts Department Chairperson- conduct data chats; schedule district assessments; provide resources and support to teachers.
- ELL/ESOL Department Chairperson- conduct data chats; schedule district assessments; provide resources and support to teachers.
- Activities Director/EESAC Chairperson- communicate effectively with stakeholders; update SIP as necessary
- Mathematics Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.
- SPED/ESE Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.
- Science Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.
- Social Studies Department Chairperson - conduct data chats; schedule district assessments; provide resources and support to teachers.

- Fine Arts/Vocational/Electives Department Chairperson -conduct data chats; schedule district assessments; provide resources and support to teachers.
- Test Chairperson - analyze and disseminate data as it becomes available; facilitate state and local exams
- Academy Coordinator- align Common Core curriculum with academy curriculum; facilitate certification exams
- SPED/ESE Teacher - implement appropriate accommodations; conduct IEP meetings; maintain effective communication with students, teachers, and parents.
- Academy of Hospitality and Tourism Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Academy of Arts and Entertainment Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Academy of Law Studies Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Academy of Education Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Academy of International Finance Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement
- Academy of Engineering Lead Teacher-align Common Core curriculum with academy curriculum; facilitate certification exams; increase parent awareness and involvement

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

The MTSS/Rtl team meets regularly to modify, enhance and support academic goals listed on the SIP plan. They also engage in data chats with the administrative team to monitor fidelity of MTSS implementation. These data chats are the centerpiece of any discussion related to goal areas aimed at increasing academic proficiency. The MTSS/Rtl problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process is documented and follow up is planned at subsequent meetings to insure the fidelity of the process.

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

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

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- District and Statal Math and Science Assessments
- FCAT 2.0
- Common Core Modeled Assessments
- District Assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals to special education programs
- Team climate surveys
- Attendance

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

1. The administrative team will communicate goals to parents through monthly SAC meetings ongoing parent involvement events.
2. The MTSS/Rtl team will insure alignment of building, district and state policies and procedures.
3. There will be ongoing efficient facilitation and accurate use of an established problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. The MTSS/Rtl team will build strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. The school will utilize comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. There will be sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Department chairs will spearhead ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently through community partnerships.

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:** 480

Saturday camps are held to enrich student learning in reading, math, and science. This is an effort to provide students with small group settings where they can gain a deeper understanding of instruction given during the regular school day.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Formative assessments are given each Saturday and data is shared with core teachers. The data is disaggregated and strategies are enhanced or modified on a weekly basis. Accurate attendance records are taken to insure that students engage in a minimum amount of hours in order to demonstrate progress towards proficiency. FCAT 2.0 and Algebra, Geometry and Biology EOC exams results are used to determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Principal
 Assistant Principals
 Math Department Chair
 Language Arts Department Chair
 Science Department Chair
 Literacy Leadership Team
 Reading Coaches
 Select Core Teachers

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

Name	Title
Dr. Louis Algaze	Principal
Andy Granados	Assistant Principal
Lesa Slocum	Assistant Principal
Edith Cimino	Assistant Principal
Lee Krueger	Assistant Principal
Anabel Parra	Media Specialist
Tammy Law	AOBS Lead Teacher
Alex Garrido	AOE Lead Teacher
Claudia Nino	AOF Lead Teacher
Jose Mendez	AOIT Lead Teacher
Rafael Napoles	AOAE Lead Teacher
Steven Brooks	Academy of Law Lead Teacher

Name	Title
Elizabeth Aguila	Academy of Education Lead Teacher
Margarita Mena	AOHT Lead Teacher
Yvette Pino	Student Services Dept. Chair
Vanessa Valle	Reading Coach
Claudia Estrada	Reading Coach
Nicole Metelow	SPED/ESE Dept. Chair
Florentino Burgos	Social Sciences Dept. Chair
Christine Rodriguez	Language Arts Dept. Chair
Danette Hernandez	Math Department Chair
James Bryant	Electives Dept. Chair
Maydelis Gutierrez	Academy Coordinator
Zachery Nehme	Science Dept. Chair
Kristan Belfield	Test Coordinator

How the school-based LLT functions

The LLT meets on a monthly basis. The LLT analyzes the effectiveness of the Reading FCIM calendars; collect and analyze the effectiveness of FAIR and Interim assessments; develops workshops for instructional staff; enriches classrooms with reading literacy tools as a lifelong goal for student success, organizes literacy activities for students and parents; makes necessary revisions and improvements to focus lessons; shares best practices and student work. The administrators will ensure commitment and allocate resources. Department chairs and instructional coaches share the common goal of improving instruction for all students.

Major initiatives of the LLT

Monthly meetings are conducted during the school-wide planning time. A professional development (PD) plan, offering Master Plan Points (MPP) is scheduled for 2013-2014, including sessions on incorporating literacy across the curriculum. The Literacy Leadership Team will help implement the Word of the Day practice and common core curriculum across content areas. Additionally, the team will create and implement a literacy partnerships among students, parents and teachers, and implement classroom libraries effectively as a tool to increase school wide literacy.

Every Teacher Contributes to Reading Instruction

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

At Hialeah Gardens High School, we will be implementing a Literacy Across the Curriculum Plan that involves all our teachers. All of our electives and non-tested content areas; will be assigned a content cluster that correlates best with their curriculum. Teachers will be using openers based on school-wide instructional focused calendar and Reading Task Cards. The following professional development topics will be provided through our Literacy Leadership Team on Early Release Days and Professional Development Days:

- Utilizing the Reading Task Cards
- Common Core
- CRISS strategies
- School wide Instructional Focus Calendars
- Writing in the Content Area

- Differentiated Instruction

All departments will be collaborating through the team meetings and common planning. A school-wide reading focus calendar is developed each year to improve the reading comprehension, writing, and communicative skills of students. Throughout the year, professional development is provided by the Literacy Leadership Team (LLT) to equip teachers in all content areas with data driven strategies essential to produce improvements in the literacy education of students. The school program provides a variety of instructional strategies, remediation, enrichment, and learning activities that accommodate diverse learning styles. The LLT collaborate with teachers on assessments, such as Florida Assessment of Instruction in Reading (FAIR), and use them to provide valuable information for developing alternative instruction or interventions. The Literacy Leadership Team will help implement the Word of the Day practice and common graphic organizer across content areas, will create and implement a literacy partnerships among students, parents and teachers, organize and effectively implement school-wide classroom libraries as a tool to increase school wide literacy.

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

- Applied and integrated mathematics and science courses are offered to accommodate the diverse student needs.
- Varied instructional methodologies are used to engage students in the process of a higher level problem solving and critical thinking.
- Assessment data via state, district, and school site is used for student course recommendations to meet educational needs.
- We further encourage and highly recommended students who have completed the state requirements for mathematics and science courses to enroll in additional courses.
- Teachers meet within their department to discuss student progress and to plan for supplementary courses for the following school year.

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

Hialeah Gardens High School offers 8 academies (Academy of Arts and Entertainment, Academy of Biomedical Sciences, Academy of Education, Academy of Engineering, Academy of Finance, Academy of Hospitality and Tourism, Academy of Information Technology, and Academy of Law Studies) for students to select an area of study during high school. The academy offerings provide a guide for students to have hands on experience in an area of choice, an internship opportunity, and industry certification. Students may also elect to enroll in a variety of Advanced Placement courses, Cambridge courses and Dual Enrollment with Miami Dade College and Florida International University.

Strategies for improving student readiness for the public postsecondary level

- Review of student final grades and teacher recommendation for potential students who may benefit from advanced level courses.
- Use of the data from the results of the PSAT in AP Potential to provide additional information on students who may not have been exposed to advanced level courses.
- Advanced course informational sessions are provided for the current course teachers to outline the curriculum for future courses.
- Parent/student orientations are held to review academy and academic offerings at various times throughout the school year.
- Academic advisement from school counselors ensures the appropriate enrollment of students to make

students aware of the availability of advanced level courses. Advisement is also extended to students who are currently experiencing difficulties their current courses.

- Summer preparation materials are provided for students to prepare for the upcoming school year.
- Various post-secondary institutions send representatives to speak regarding student admissions, scholarship opportunities, athletics, and other topics of interest about college life.

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	56%	49%	No	60%
American Indian				
Asian				
Black/African American	68%	79%	Yes	71%
Hispanic	55%	48%	No	60%
White	60%	61%	Yes	64%
English language learners	33%	17%	No	40%
Students with disabilities	34%	33%	Yes	41%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	390	24%	33%
Students scoring at or above Achievement Level 4	373	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		2%
Students scoring at or above Level 7	11	65%	66%

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)		73%	76%

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)	269	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	171	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	160	30%	37%

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.		62%	66%

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	498	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	64%	Yes	56%
American Indian				
Asian				
Black/African American				
Hispanic	51%	64%	Yes	56%
White	34%	74%	Yes	41%
English language learners	48%	44%	No	53%
Students with disabilities	35%	43%	Yes	42%
Economically disadvantaged	50%	63%	Yes	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	20%
Students scoring at or above Level 7		[data excluded for privacy reasons]	54%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		73%	76%
Students in lowest 25% making learning gains (EOC)		71%	74%

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.		46%	51%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	287	44%	47%
Students scoring at or above Achievement Level 4	92	14%	15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	32%	35%
Students scoring at or above Achievement Level 4	178	25%	26%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	314	39%	41%
Students scoring at or above Achievement Level 4	203	25%	26%

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)	24		30
Participation in STEM-related experiences provided for students	1080	39%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	808	28%	36%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		90%	98%
Students taking one or more advanced placement exams for STEM-related courses	275	34%	44%
CTE-STEM program concentrators	540		583
Students taking CTE-STEM industry certification exams	630	78%	86%
Passing rate (%) for students who take CTE-STEM industry certification exams		57%	65%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	808	28%	36%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	575	71%	79%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		90%	98%
Students taking CTE industry certification exams	580	71%	79%
Passing rate (%) for students who take CTE industry certification exams		63%	71%
CTE program concentrators	540	67%	75%
CTE teachers holding appropriate industry certifications	6	50%	80%

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	305	10%	9%
Students in ninth grade with one or more absences within the first 20 days	403	14%	10%
Students in ninth grade who fail two or more courses in any subject	117	15%	14%
Students with grade point average less than 2.0	436	15%	14%
Students who fail to progress on-time to tenth grade	14	2%	1%
Students who receive two or more behavior referrals	805	288%	27%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	132	4%	3%

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)	401	77%	79%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	63	62%	64%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	440	76%	78%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

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

- G1.** The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.
- G2.** The overall number of students demonstrating proficiency in post-secondary readiness reading will increase in percentage points.
- G3.** The number of students demonstrating proficiency in grade 10 taking the 2014 FCAT Writing 2.0 will increase by 3 percentage points.
- G4.** All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.
- G5.** The overall number of students who are proficient in post-secondary readiness in mathematics will increase in percentage points.
- G6.** The percentage of all students demonstrating proficiency will increase on the 2014 Algebra 1 EOC examination.
- G7.** The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.
- G8.** The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.
- G9.** The number of students participating in the number of STEM related experiences will increase by 8 percentage points.
- G10.** All students enrolled in CTE programs will become program completers and obtain certification in their respective areas of study.
- G11.** The percentage of students who are academically at-risk will decrease by 2 percentage points.
- G12.** All 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) will increase by 2 percentage points.

Goals Detail

G1. The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.

Targets Supported

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

Resources Available to Support the Goal

- Resources include small group intervention, Reading Plus, FCAT Explorer, Achieve 3000, the Edge program and Saturday camp. Other resources include implementing a variety of CRISS Strategies and reciprocal teaching strategies.

Targeted Barriers to Achieving the Goal

- The number of students in the Hispanic subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 8%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students in the ELL subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 23%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students in the ED subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 11%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students demonstrating proficiency at Level 3 on the 2014 Reading FCAT 2.0 will increase by 9%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students demonstrating proficiency at Levels 4-5 on the 2014 Reading FCAT 2.0 will increase by 4%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students demonstrating proficiency at FAA Levels 4-6 on the 2014 Reading FCAT 2.0 will increase by 2%.
- The number of students demonstrating proficiency at FAA Levels 7-9 on the 2014 Reading FCAT 2.0 will increase by 1%.
- All students demonstrating reading learning gains on the 2014 Reading FCAT 2.0 will increase by 3%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students in the lowest 25% demonstrating learning gains on the 2014 Reading FCAT 2.0 will increase by 3%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.
- The number of students demonstrating proficiency on the CELLA listening/speaking category will increase by 5%. An area of deficiency as noted on the 2013 CELLA listening/speaking category was listening comprehension-extended speech.

- The number of students demonstrating proficiency on the CELLA reading category will increase by 7%. An area of deficiency as noted on the 2013 CELLA reading category was reading vocabulary.
- The number of students demonstrating proficiency on the CELLA writing category will increase by 7%. An area of deficiency as noted on the 2013 CELLA writing category was writing paragraphs.

Plan to Monitor Progress Toward the Goal

Data chats will be conducted with all stakeholders to monitor progress. Formative assessment data reports will be generated to ensure progress is being made and adjust instruction as needed. Strategies will be reinforced, modified or replaced as needed.

Person or Persons Responsible

Literacy Leadership Team RtI/MTSS Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative Assessment to be used: 2014 Reading FCAT 2.0, 2014 FCAT Writing 2.0, FAA, or CELLA

G2. The overall number of students demonstrating proficiency in post-secondary readiness reading will increase in percentage points.

Targets Supported

Resources Available to Support the Goal

- CAP Advisor Community Liaison

Targeted Barriers to Achieving the Goal

- An area of deficiency as noted on the 2013 administration of the P.E.R.T. examination was reading readiness.

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team; Rtl Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: online practice examinations Summative Assessment to be used: PERT Examination

G3. The number of students demonstrating proficiency in grade 10 taking the 2014 FCAT Writing 2.0 will increase by 3 percentage points.

Targets Supported

Resources Available to Support the Goal

- Essay scoring software Graphic organizers School-wide word of the day journals

Targeted Barriers to Achieving the Goal

- Students scoring at 3.5 and above will increase by 3 percentage points. Students would benefit from increased instruction in grammar and sentence structure.

Plan to Monitor Progress Toward the Goal

Data will be collected by using the FCAT 2.0 Writing rubric on formative assessments and will be stored in the school's database. During data chats, evidence of improvement towards the targeted objective. The Rtl/MTSS team should evaluate present strategies and modify as necessary.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule:

Monthly evaluations will be used.

Evidence of Completion:

Formative: Students' scores on baseline and monthly writing assessments. Summative: 2014 FCAT 2.0 Writing Assessment

G4. All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.

Targets Supported

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

Resources Available to Support the Goal

- District Pacing Guide District and State EOC packets Carnegie Learning Program Mathematics Coach

Targeted Barriers to Achieving the Goal

- The number of ELL students demonstrating proficiency in mathematics will increase by 9%. A barrier for students scoring at or above level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.
- The number of students scoring at levels 4-6 on the 2014 Mathematics FAA will increase by 2%.
- The number of students scoring at levels 7-9 on the 2014 Mathematics FAA will increase by 1%.
- The number of students making learning gains in mathematics will increase by 3%.
- The number of students in the lowest 25% demonstrating proficiency in mathematics will increase by 3%.

Plan to Monitor Progress Toward the Goal

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule:

Ongoing monthly

Evidence of Completion:

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment; FAA Mathematics assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G5. The overall number of students who are proficient in post-secondary readiness in mathematics will increase in percentage points.

Targets Supported

- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal

- CAP Advisor Community Liaison

Targeted Barriers to Achieving the Goal

- An area of deficiency as noted on the 2013 administration of the P.E.R.T. examination was math readiness.

Plan to Monitor Progress Toward the Goal

classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the RtI Leadership Team as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: diagnostic and online practice examinations Summative Assessment to be used: PERT Examination

G6. The percentage of all students demonstrating proficiency will increase on the 2014 Algebra 1 EOC examination.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- District Pacing Guide District and State EOC packets Carnegie Learning Program Mathematics Coach

Targeted Barriers to Achieving the Goal

- The percentage of students scoring at level 3 on the 2014 Algebra 1 EOC will increase by 3%. A barrier for students scoring at level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.
- The percentage of students scoring at levels 4-5 on the 2014 Algebra 1 EOC will increase by 1%. A barrier for students scoring at levels 4-5 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

Plan to Monitor Progress Toward the Goal

Data will be collected from baseline, interim and formative assessments and data chats will be conducted with all stakeholders to evaluate strategies. Strategies will be reinforced, modified or replaced as needed. Teachers will meet regularly and be given PD opportunities that enhance instruction.

Person or Persons Responsible

RtI Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments include Baseline Exams, Interim Assessments Summative: 2014 End-of-Course Assessments

G7. The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- District Pacing Guide District and State EOC packets Carnegie Learning Program Gizmos Mathematics Coach

Targeted Barriers to Achieving the Goal

- The percentage of students scoring at level 3 on the 2014 Geometry EOC will increase by 3%. A barrier for students scoring at or above level 3 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.
- The percentage of students scoring at levels 4-5 on the 2014 Geometry EOC will increase by 1%. A barrier for students scoring at or above levels 4-5 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.

Plan to Monitor Progress Toward the Goal

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule:

Ongoing bi-weekly

Evidence of Completion:

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G8. The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.

Targets Supported

- Science

Resources Available to Support the Goal

- SECME Fairchild Challenge Discovery Education Practical Labs

Targeted Barriers to Achieving the Goal

- A barrier for students scoring at or above level 3 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.
- A barrier for students scoring at levels 4-5 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.

Plan to Monitor Progress Toward the Goal

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of practical lab reports will be used to monitor use of strategies. Teachers will be provided with training in assisting students and adjust instruction by reinforcing, modifying or replacing strategies to meet student needs.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule:

Ongoing bi-weekly

Evidence of Completion:

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Additionally the Summative Assessment: 2014 Biology End-of-Course Assessment will be used.

G9. The number of students participating in the number of STEM related experiences will increase by 8 percentage points.

Targets Supported

- STEM

Resources Available to Support the Goal

- Industry Certified Teachers Fairchild Challenge SECME Cambridge Academy Courses

Targeted Barriers to Achieving the Goal

- The number of students participating in offered STEM related experiences will increase by 8 percentage points. A barrier to the number of students participating in the number of STEM related experiences is increasing the number of students participating in real-world competitions such as SECME and the Fairchild Challenge.
- The number of students enrolling in one or more accelerated STEM-related courses will increase by 8 percentage points.
- The completion rate for students enrolled in accelerated STEM-related courses will increase by 8 percentage points.
- The number of students taking one or more advanced placement exams for stem-related courses will increase by 8 percentage points.
- The number of CTE-STEM program concentrators will increase by 8 percentage points.
- The number of students taking and passing CTE-STEM industry certification exams will increase by 8 percentage points.
- The number of STEM related experiences offered to students will increase by 8 percentage points.

Plan to Monitor Progress Toward the Goal

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Enrollment logs and registration forms will be monitored to gauge student participation. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule:

Ongoing monthly

Evidence of Completion:

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios; competition results; articulation and enrollment data

G10. All students enrolled in CTE programs will become program completers and obtain certification in their respective areas of study.

Targets Supported

- CTE

Resources Available to Support the Goal

- Industry Certified Teachers Computer Labs Certification guide books

Targeted Barriers to Achieving the Goal

- The number of students enrolling in CTE related courses will increase by 8 percentage points
- The number of CTE students who enroll in one or more accelerated courses will increase by 8 percentage points.
- The number of students taking CTE certification exams will increase by 8 percentage points.
- The number of students who are CTE program concentrators will increase by 8 percentage points.
- The number of teachers holding appropriate industry certifications will increase by 30 percentage points.

Plan to Monitor Progress Toward the Goal

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule:

Ongoing monthly

Evidence of Completion:

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets Extracurricular participation logs Enrollment data Professional development logs

G11. The percentage of students who are academically at-risk will decrease by 2 percentage points.

Targets Supported

- EWS
- EWS - High School

Resources Available to Support the Goal

- Community Liaison TRUST Counselor 21st CCLC Grant Program Pupil Progression Plan

Targeted Barriers to Achieving the Goal

- Students who miss 10% or more of instructional time will decrease by 1%.

Plan to Monitor Progress Toward the Goal

Provide student and parent meetings to inform parents of the graduation requirements and the available resources discussing graduation requirements to ensure students receive the proper support. The TRUST Counselor will intervene with students and/or parents who do not attend quarterly meetings or articulation meetings. The Student Services Department Chairperson will review meeting logs and refer students to the TRUST Counselor or Community Liaison. The Pupil Progression Plan will be reviewed and utilized.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule:

Ongoing Quarterly

Evidence of Completion:

Adult education enrollment data; conference logs; articulation meeting attendance logs.

G12. All 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) will increase by 2 percentage points.

Targets Supported

- EWS

Resources Available to Support the Goal

- Community Liaison TRUST Counselor 21st CCLC Grant Program Pupil Progression Plan

Targeted Barriers to Achieving the Goal

- The number of students dropping out will decrease to <1%. Students would benefit from increased knowledge of resources provided at the school site.
- The number of students graduating in 4 years will increase by 2% percentage points. Students would benefit from increased knowledge of resources provided at the school site.

Plan to Monitor Progress Toward the Goal

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss progress. Articulation meetings will also be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule:

Ongoing; quarterly

Evidence of Completion:

Adult education enrollment data; conference logs; articulation meeting attendance logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.

G1.B1 The number of students in the Hispanic subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 8%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B1.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

Facilitator:

Reading Coach

Participants:

Reading Teachers

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing bi-weekly

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Assistant Principal; Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B2 The number of students in the ELL subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 23%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B2.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B3 The number of students in the ED subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 11%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B3.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B3.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B4 The number of students demonstrating proficiency at Level 3 on the 2014 Reading FCAT 2.0 will increase by 9%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B4.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B4.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B5 The number of students demonstrating proficiency at Levels 4-5 on the 2014 Reading FCAT 2.0 will increase by 4%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B5.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B5.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

G1.B6 The number of students demonstrating proficiency at FAA Levels 4-6 on the 2014 Reading FCAT 2.0 will increase by 2%.

G1.B6.S1 An area of deficiency as noted on the 2013 administration of the FAA Reading Test was comprehension.

Action Step 1

Provide opportunities for students to develop basic reading comprehension knowledge. Teachers will provide students will ability level appropriate texts to analyze.

Person or Persons Responsible

Literacy Leadership Team; IEP Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with IEP Teams. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team; IEP Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Summative Assessment to be used: 2014 Reading FAA

Plan to Monitor Effectiveness of G1.B6.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with IEP Teams. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies Summative Assessment to be used: 2014 Reading FAA

G1.B7 The number of students demonstrating proficiency at FAA Levels 7-9 on the 2014 Reading FCAT 2.0 will increase by 1%.

G1.B7.S1 An area of deficiency as noted on the 2013 administration of the FAA Reading Test was comprehension.

Action Step 1

Provide opportunities for students to develop basic reading comprehension knowledge. Teachers will provide students will ability level appropriate texts to analyze.

Person or Persons Responsible

Literacy Leadership Team; IEP Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with the IEP Team. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Summative Assessment to be used: 2014 Reading FAA

Plan to Monitor Effectiveness of G1.B7.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative Assessment to be used: 2014 Reading FAA

G1.B8 All students demonstrating reading learning gains on the 2014 Reading FCAT 2.0 will increase by 3%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B8.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B8.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B9 The number of students in the lowest 25% demonstrating learning gains on the 2014 Reading FCAT 2.0 will increase by 3%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B9.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

Plan to Monitor Effectiveness of G1.B9.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Formative Assessment to be used: District Baseline Exam, Interim Assessments, and FAIR Assessment. Summative Assessment to be used: 2014 Reading FCAT 2.0

G1.B10 The number of students demonstrating proficiency on the CELLA listening/speaking category will increase by 5%. An area of deficiency as noted on the 2013 CELLA listening/speaking category was listening comprehension-extended speech.

G1.B10.S1 Teachers will the Language Experience Approach and provide meaningful language practice in the classroom.

Action Step 1

The Language Experience Approach will be implemented in the following steps: 1. Providing the experience/motivation; 2. Facilitate Language Production; 3. Create a personal view representation; 4. Retelling events; 5. Writing student statements; 6. Reading; 7. Writing; and 8. Follow up activities. Students will benefit from brainstorming, working in cooperative learning groups on reports and projects and engaging in panel discussions and debates.

Person or Persons Responsible

ELL Department Chairperson; Rtl Leadership Team; Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative Assessment to be used: 2014 CELLA

Plan to Monitor Effectiveness of G1.B10.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative Assessment to be used: 2014 CELLA

G1.B11 The number of students demonstrating proficiency on the CELLA reading category will increase by 7%. An area of deficiency as noted on the 2013 CELLA reading category was reading vocabulary.

G1.B11.S1 Students would benefit from activities that are meaningful and relevant to existing knowledge in order to explain and identify the purpose of text features.

Action Step 1

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. CRISS Strategies, picture walks, predictions, QAR's, task cards and differentiated instruction are strategies that should be implemented during reading instruction.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative: 2014 CELLA

Plan to Monitor Effectiveness of G1.B11.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Summative: 2014 CELLA

G1.B12 The number of students demonstrating proficiency on the CELLA writing category will increase by 7%. An area of deficiency as noted on the 2013 CELLA writing category was writing paragraphs.

G1.B12.S1 An area of deficiency as noted on the 2013 administration of the CELLA exam was vocabulary. Students would benefit from utilizing vocabulary in relevant, real-world documents.

Action Step 1

Students will utilize the school-wide word of the day in personal journals, word walls, practice writing prompts, summarizing and spelling strategies in everyday writing.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, monthly writing exams Summative Assessment to be used: 2014 Writing FCAT 2.0

Plan to Monitor Effectiveness of G1.B12.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment to be used: District Baseline Exam, monthly writing exams Summative Assessment to be used: 2014 Writing FCAT 2.0

G2. The overall number of students demonstrating proficiency in post-secondary readiness reading will increase in percentage points.

G2.B1 An area of deficiency as noted on the 2013 administration of the P.E.R.T. examination was reading readiness.

G2.B1.S1 An area of deficiency as noted on the 2013 administration of the P.E.R.T. Reading Test was reading comprehension. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery). Students will be enrolled in language arts classes that offer test preparation strategies.

Person or Persons Responsible

Literacy Leadership Team; Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team; RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: online practice examinations Summative Assessment to be used: PERT Examination

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the LLT as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Literacy Leadership Team; RtI Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: online practice examinations Summative Assessment to be used: PERT Examination

G3. The number of students demonstrating proficiency in grade 10 taking the 2014 FCAT Writing 2.0 will increase by 3 percentage points.

G3.B1 Students scoring at 3.5 and above will increase by 3 percentage points. Students would benefit from increased instruction in grammar and sentence structure.

G3.B1.S1 The students would benefit from increased instruction on the usage of correct grammatical conventions and revising writing drafts by using appropriate revision tools.

Action Step 1

Utilize editing for correct spelling of high frequency words, using a word bank, dictionary, or other resources as necessary. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher. Data will be collected by using the FCAT 2.0 Writing rubric on formative assessments and will be stored in the school's database. Essays will be accessible in student's writing portfolio to demonstrate improvement during data chats. Student work folders, monthly assessments, and administrative walkthroughs will maintain the fidelity of the process.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly from 8/19/13 - 6/5/14.

Evidence of Completion

Formative: Students' scores on baseline and monthly writing assessments. Summative: 2014 FCAT 2.0 Writing Assessment

Facilitator:

Department Chairperson

Participants:

10th Grade Language Arts Teachers

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

Data will be collected by using the FCAT 2.0 Writing rubric on formative assessments and will be stored in the school's database. Essays will be accessible in student's writing portfolio to demonstrate improvement during data chats. Reviewing student work folders, monthly assessments, and administrative walkthroughs.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monitoring will occur monthly

Evidence of Completion

Writing Baseline Assessment Formative: Students' scores on baseline and monthly writing assessments. Summative: 2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G3.B1.S1

Data will be collected by using the FCAT 2.0 Writing rubric on formative assessments and will be stored in the school's database. During data chats, evidence of improvement towards the targeted objective. The RtI/MTSS team should evaluate present strategies and modify as necessary.

Person or Persons Responsible

Department Chairperson and RtI/MTSS Leadership Team

Target Dates or Schedule

Monthly data will be collected.

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

G4. All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.

G4.B1 The number of ELL students demonstrating proficiency in mathematics will increase by 9%. A barrier for students scoring at or above level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Facilitator:

Mathematics Coach

Participants:

Algebra Teachers

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Teachers will be provided with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities. Instruction will be adjusted appropriately to meet student needs.

Person or Persons Responsible

Mathematics Coach; Assistant Principal

Target Dates or Schedule

Ongoing bi-weekly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Effectiveness of G4.B1.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Mathematics Coach; Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G4.B2 The number of students scoring at levels 4-6 on the 2014 Mathematics FAA will increase by 2%.

G4.B2.S1 Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.

Action Step 1

Students will be instructed in how to engage in repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will be given opportunities to demonstrate skills taught in the classroom that transfer into real world situations through Community Based Instruction (CBI).

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

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

Teachers will be provided training on how to effectively implement Access Points. Instruction will be adjusted appropriately to meet students' needs.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

Plan to Monitor Effectiveness of G4.B2.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

G4.B3 The number of students scoring at levels 7-9 on the 2014 Mathematics FAA will increase by 1%.

G4.B3.S1 Provide students with opportunities for repetition of long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Action Step 1

Teachers will use guided discussion to engage students in real life math problems.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

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

Teachers will be provided with training on how to effectively implement Access Points. Classroom walk-through will ensure that the students are provided with visual choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

Plan to Monitor Effectiveness of G4.B3.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walk-throughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: teacher made assessments Summative Assessments include: 2014 Mathematics FAA Evidence will also include student work folders, mini-assessments, IEP meetings.

G4.B4 The number of students making learning gains in mathematics will increase by 3%.

G4.B4.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Teachers will be provided with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities. Instruction will be adjusted appropriately to meet student needs.

Person or Persons Responsible

Rtl/MTSS Leadership Team; Reading Coach; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Effectiveness of G4.B4.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Rtl/MTSS Leadership Team; Mathematics Coach; Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment

G4.B5 The number of students in the lowest 25% demonstrating proficiency in mathematics will increase by 3%.

G4.B5.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Person or Persons Responsible

Rtl/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Teachers will be provided with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage of unexpected learning opportunities. Instruction will be adjusted appropriately to meet student needs.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Effectiveness of G4.B5.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

RtI/MTSS Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment

G5. The overall number of students who are proficient in post-secondary readiness in mathematics will increase in percentage points.

G5.B1 An area of deficiency as noted on the 2013 administration of the P.E.R.T. examination was math readiness.

G5.B1.S1 An area of deficiency as noted on the 2013 administration of the P.E.R.T. Mathematics Test was math readiness. Students would benefit from enrollment in math prep courses.

Action Step 1

Post-secondary preparation instruction will be given using Mathematical Practices of the Common Core State Standards, mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

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

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the Rtl Leadership Team as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: online practice examinations Summative Assessment to be used: PERT Examination

Plan to Monitor Effectiveness of G5.B1.S1

Classroom walkthroughs will be conducted by the administrative team to observe implementation of classroom strategies; Samples of student work will be monitored for use of strategies; Data chats will be held with teachers and the Rtl Leadership Team as well as students and teachers. Professional development opportunities will be offered to teachers to reinforce teaching strategies.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Formative Assessment: online practice examinations Summative Assessment to be used: PERT Examination

G6. The percentage of all students demonstrating proficiency will increase on the 2014 Algebra 1 EOC examination.

G6.B1 The percentage of students scoring at level 3 on the 2014 Algebra 1 EOC will increase by 3%. A barrier for students scoring at level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

G6.B1.S1 Students would benefit from using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials.

Action Step 1

Students would benefit from more exposure to a wide variety of mathematics problems related to independent level skills. Provide opportunities for students to practice the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data will be collected from baseline assessments, interim assessments, classroom assignments and formative benchmark exams that target specific skills.

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

Data will be collected from baseline, interim and formative assessments and data chats will be conducted with all stakeholders to evaluate strategies. Strategies will be reinforced, modified or replaced as needed. Teachers will meet regularly and be given PD opportunities that enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include Baseline Exams, Interim Assessments Summative: 2014 End-of-Course Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Data will be collected from baseline, interim and formative assessments and data chats will be conducted with all stakeholders to evaluate strategies. Strategies will be reinforced, modified or replaced as needed. Teachers will meet regularly and be given PD opportunities that enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include Baseline Exams, Interim Assessments Summative: 2014 End-of-Course Assessments

G6.B2 The percentage of students scoring at levels 4-5 on the 2014 Algebra 1 EOC will increase by 1%. A barrier for students scoring at levels 4-5 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

G6.B2.S1 Students would benefit from using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in situations involving polynomials.

Action Step 1

Students would benefit from more exposure to a wide variety of mathematics problems related to independent level skills. Provide opportunities for students to practice the content so they will be able to:

- Apply the laws of exponents to simplify monomial expressions with integral exponents.
- Simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data will be collected from baseline assessments, interim assessments, classroom assignments and formative benchmark exams that target specific skills.

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

Data will be collected from baseline, interim and formative assessments and data chats will be conducted with all stakeholders to evaluate strategies. Strategies will be reinforced, modified or replaced as needed. Teachers will meet regularly and be given PD opportunities that enhance instruction.

Person or Persons Responsible

Rtl

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include Baseline Exams, Interim Assessments Summative: 2014 End-of-Course Assessments

Plan to Monitor Effectiveness of G6.B2.S1

Data will be collected from baseline, interim and formative assessments and data chats will be conducted with all stakeholders to evaluate strategies. Strategies will be reinforced, modified or replaced as needed. Teachers will meet regularly and be given PD opportunities that enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include Baseline Exams, Interim Assessments Summative: 2014 End-of-Course Assessments

G7. The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.

G7.B1 The percentage of students scoring at level 3 on the 2014 Geometry EOC will increase by 3%. A barrier for students scoring at or above level 3 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.

G7.B1.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice the content so they will be able to explain and apply formulas to determine surface area, lateral area, and volume of solids and identify and use properties of congruent or similar solids to solve problems.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Facilitator:

Department Chairperson

Participants:

Geometry Teachers

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Teachers will be provided with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing bi-weekly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Effectiveness of G7.B1.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G7.B2 The percentage of students scoring at levels 4-5 on the 2014 Geometry EOC will increase by 1%. A barrier for students scoring at or above levels 4-5 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.

G7.B2.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice the content so they will be able to explain and apply formulas to determine surface area, lateral area, and volume of solids and identify and use properties of congruent or similar solids to solve problems.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Teachers will be provided with training in assisting students as they make sense of problems and persevere in solving them and in taking advantage on unexpected learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

Plan to Monitor Effectiveness of G7.B2.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies. Instructional strategies will be reinforced, modified or replaced as needed. Teachers will be provided with professional development opportunities to enhance instruction.

Person or Persons Responsible

Rtl Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment

G8. The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.

G8.B1 A barrier for students scoring at or above level 3 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.

G8.B1.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Department Chairperson will provide active modeling and coaching for the teacher use higher order questioning and response techniques throughout the curriculum and promote the use of instructional technology resources. Participation in hands-on experiences that allow students to recognize potential changes to an ecosystem resulting from seasonal variations, climate changes, and/or succession.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Summative Assessment: 2014 Biology End-of-Course Assessment

Facilitator:

Department Chairperson

Participants:

Biology Teachers

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of practical lab reports will be used to monitor use of strategies. Teachers will be provided with training in assisting students and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Department Chairperson

Target Dates or Schedule

Ongoing bi-weekly

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Summative Assessment: 2014 Biology End-of-Course Assessment

Plan to Monitor Effectiveness of G8.B1.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of practical lab reports will be used to monitor use of strategies. Teachers will be provided with training in assisting students and adjust instruction by reinforcing, modifying or replacing strategies to meet student needs.

Person or Persons Responsible

Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Summative Assessment: 2014 Biology End-of-Course Assessment

G8.B2 A barrier for students scoring at levels 4-5 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.

G8.B2.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Department Chairperson will provide active modeling and coaching for the teachers to use higher order questioning and response techniques throughout the curriculum and promote the use of instructional technology resources. Participation in hands-on experiences that allow students to recognize potential changes to an ecosystem resulting from seasonal variations, climate changes, and/or succession.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Additionally the Summative Assessment: 2014 Biology End-of-Course Assessment will be used.

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

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of practical lab reports will be used to monitor use of strategies. Teachers will be provided with training in assisting students and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Department Chairperson

Target Dates or Schedule

Ongoing; Bi-Weekly

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Additionally the Summative Assessment: 2014 Biology End-of-Course Assessment will be used.

Plan to Monitor Effectiveness of G8.B2.S1

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of practical lab reports will be used to monitor use of strategies. Teachers will be provided with training in assisting students and adjust instruction by reinforcing, modifying or replacing strategies to meet student needs.

Person or Persons Responsible

Department Chairperson; Assistant Principal

Target Dates or Schedule

Ongoing; monthly

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Additionally the Summative Assessment: 2014 Biology End-of-Course Assessment will be used.

G9. The number of students participating in the number of STEM related experiences will increase by 8 percentage points.

G9.B1 The number of students participating in offered STEM related experiences will increase by 8 percentage points. A barrier to the number of students participating in the number of STEM related experiences is increasing the number of students participating in real-world competitions such as SECME and the Fairchild Challenge.

G9.B1.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to recruit and attract students to participate in competition.

Action Step 1

A variety of course offerings will be made available to students based on STEM interests. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Person or Persons Responsible

STEM teachers; Academy Lead Teachers

Target Dates or Schedule

Ongoing monthly;

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

Facilitator:

CTE District Coordinator

Participants:

Teachers needing industry certification

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

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences.

Person or Persons Responsible

STEM Teachers; Academy Lead Teachers

Target Dates or Schedule

Ongoing bi-weekly

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

Plan to Monitor Effectiveness of G9.B1.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

STEM Teachers; Academy Lead Teachers

Target Dates or Schedule

Ongoing monthly; competition periods

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios; competition results

G9.B2 The number of students enrolling in one or more accelerated STEM-related courses will increase by 8 percentage points.

G9.B2.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers, academic fairs and assemblies to recruit and attract students to enroll in courses during articulation.

Action Step 1

A variety of course offerings will be made available to students based on STEM interests. Increase student and parent knowledge of the course opportunities available at orientations and assemblies. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Person or Persons Responsible

Academy Coordinator; STEM Teachers; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

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

The student services department will maintain a log of parent meetings where STEM enrollment is discussed. Sign in sheets will be utilized at assemblies and academic fairs where course offerings are displayed and explained. These logs will be compared to actual enrollment data during articulation.

Person or Persons Responsible

Academy Coordinator; Academy Lead Teachers; Assistant Principal; Student Services Dept. Chair

Target Dates or Schedule

Ongoing monthly; articulation periods.

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

Plan to Monitor Effectiveness of G9.B2.S1

The student services department will maintain a log of parent meetings where STEM enrollment is discussed. Sign in sheets will be utilized at assemblies and academic fairs where course offerings are displayed explained. These logs will be compared to actual enrollment data during articulation.

Person or Persons Responsible

Academy Coordinator; Academy Lead Teachers; Assistant Principal; Student Services Dept.

Target Dates or Schedule

Ongoing monthly; articulation periods

Evidence of Completion

Sign-in sheets; student and parent conference logs; articulation enrollment data

G9.B3 The completion rate for students enrolled in accelerated STEM-related courses will increase by 8 percentage points.

G9.B3.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing STEM-related competitions to keep students engaged in coursework outside of the classroom.

Action Step 1

Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Person or Persons Responsible

STEM Teachers; Academy Lead Teachers

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios; competition logs

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

Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences.

Person or Persons Responsible

STEM Teachers; Assistant Principal

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios; professional development logs

Plan to Monitor Effectiveness of G9.B3.S1

Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

G9.B4 The number of students taking one or more advanced placement exams for stem-related courses will increase by 8 percentage points.

G9.B4.S1 Provide students with a variety of Advance Placement, Cambridge, and Duel Enrollment Course offerings which provide rigor for exam preparation. Increase student and parent knowledge on the benefits of Advanced Placement exam success.

Action Step 1

Increase student and parent knowledge of the course opportunities available at orientations and assemblies; Provide instruction in Advance Placement Exam strategies that will increase student opportunities to earn post-secondary credit.

Person or Persons Responsible

Academy coordinator; STEM teachers; Assistant Principapal

Target Dates or Schedule

Ongoing; Monthly

Evidence of Completion

Integration of STEM goals in Instructional Focus Calendars; Tracking student enrollment and success rate

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

The Student Services Department will maintain a log of parent/student conferences where Advanced Placement STEM related exams are discussed. Sign-in sheets will be utilized at assemblies and academic fairs where exam offerings are discussed and explained.

Person or Persons Responsible

Academy Coordinator; STEM Teachers; Assistant Principal; Student Services Department Chairperson

Target Dates or Schedule

Ongoing; Monthly; Articulation Period

Evidence of Completion

Integration of STEM goals in Instructional Focus Calendars; Tracking student enrollment and success rate

Plan to Monitor Effectiveness of G9.B4.S1

The Student Services Department will maintain a log of parent/student conferences where Advanced Placement STEM related exams are discussed. Sign-in sheets will be utilized at assemblies and academic fairs where exam offerings are discussed and explained. These logs will be compared to actual enrollment data during articulation.

Person or Persons Responsible

Academy Coordinator; STEM Teachers; Assistant Principal; Student Services Department Chairperson

Target Dates or Schedule

Ongoing; Monthly; Articulation Period

Evidence of Completion

Integration of STEM goals in Instructional Focus Calendars; Tracking student enrollment and success rate

G9.B5 The number of CTE-STEM program concentrators will increase by 8 percentage points.

G9.B5.S1 A variety of course offerings will be made available to students based on STEM interests. Students will be encouraged to follow the articulation guide for their respective academies during each articulation period.

Action Step 1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. A variety of advanced courses will be made available within each academy.

Person or Persons Responsible

Assistant Principal; Academy Coordinator; Student Services

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

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

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period.

Person or Persons Responsible

Assistant Principal; Student Services Department Chair

Target Dates or Schedule

During scheduling periods

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

Plan to Monitor Effectiveness of G9.B5.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Enrollment data from previous year will be compared to current year.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During enrollment periods.

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

G9.B6 The number of students taking and passing CTE-STEM industry certification exams will increase by 8 percentage points.

G9.B6.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to teach courses where certification exams are administered.

Action Step 1

Parents and students will be informed of the opportunities provided by obtaining industry certifications. A variety of course offerings will be made available to students based on STEM interests. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Industry certification exam data - including enrollment and passing rates

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

Teachers will be provided with professional development opportunities to learn about changes and benefits to students taking exams. Classroom walk-throughs will be conducted to monitor the implementation of practice examinations.

Person or Persons Responsible

Assistant Principal; STEM Teachers

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Industry certification exam data - including enrollment and passing rates; professional development logs; observation logs; lesson plans

Plan to Monitor Effectiveness of G9.B6.S1

Teachers will be provided with professional development opportunities to learn about changes and benefits to students taking exams. Classroom walk-throughs will be conducted to monitor the implementation of practice examinations.

Person or Persons Responsible

Assistant Principal; STEM Teachers

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Industry certification exam data - including enrollment and passing rates; professional development logs; observation logs; lesson plans

G9.B7 The number of STEM related experiences offered to students will increase by 8 percentage points.

G9.B7.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to recruit and attract students to participate in competition.

Action Step 1

A variety of course offerings will be made available to students based on STEM interests. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Person or Persons Responsible

STEM teachers; Academy Lead Teachers

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student participation; field trip logs

Plan to Monitor Fidelity of Implementation of G9.B7.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences.

Person or Persons Responsible

STEM Teachers; Academy Coordinator

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student participation; field trip logs

Plan to Monitor Effectiveness of G9.B7.S1

Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

Assistant Principal; Academy Coordinator

Target Dates or Schedule

Monthly ongoing

Evidence of Completion

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences. Student feedback will be solicited through school-generated surveys.

G10. All students enrolled in CTE programs will become program completers and obtain certification in their respective areas of study.

G10.B1 The number of students enrolling in CTE related courses will increase by 8 percentage points

G10.B1.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings within their academies which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to recruit and attract students to CTE related courses.

Action Step 1

A variety of course offerings will be made available to students based on academic interests. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their classroom experience.

Person or Persons Responsible

CTE teachers; Academy Coordinator

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets Extracurricular participation logs Enrollment data

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

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. During the articulation period, students will be given a variety of advanced course options within their respective academies. Teachers will be provided with professional development opportunities to obtain certifications and gain knowledge about SECME, robotics, Fairchild Challenge, and marine science related experiences.

Person or Persons Responsible

CTE teachers; Academy Coordinator; Assistant Principal

Target Dates or Schedule

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets Extracurricular participation logs Enrollment data Professional development logs

Plan to Monitor Effectiveness of G10.B1.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world competitive experiences. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

CTE teachers; Academy Coordinator; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets
Extracurricular participation logs Enrollment data Professional development logs

G10.B2 The number of CTE students who enroll in one or more accelerated courses will increase by 8 percentage points.

G10.B2.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to recruit and attract students to CTE related advanced courses.

Action Step 1

A variety of course offerings will be made available to students based on academic interests. Advanced courses will be promoted year round. Academic competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their classroom experience.

Person or Persons Responsible

CTE teachers; Academy Coordinator

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets
Extracurricular participation logs Enrollment data

Action Step 2

A variety of course offerings will be made available to students based on academic interests. Advanced courses will be promoted year round. Academic competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their classroom experience.

Person or Persons Responsible

CTE teachers; Academy Coordinator

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

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

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Log-in sheets from academy fairs will be utilized to gather data on student course interest.

Person or Persons Responsible

Academy coordinator; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets Enrollment data

Plan to Monitor Effectiveness of G10.B2.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. The master schedule will be monitored for accurate placement. Student feedback will be solicited through school-generated surveys.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Articulation calendars Student services conference logs Academic and academy fair sign-in sheets Enrollment data

G10.B3 The number of students taking CTE certification exams will increase by 8 percentage points.

G10.B3.S1 Students will given opportunities to make connections between industry certification and real world applications by exposure to industry professionals and careers.

Action Step 1

Teachers will integrate lesson plans so that they include opportunities for students to meet with professionals in their respective academy careers. Opportunities will be given for students to be exposed to a variety of real world applications and careers where certification is in demand. Teachers will receive opportunities to earn industry certifications.

Person or Persons Responsible

CTE teachers; Academy coordinator

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Data on certified teachers Lesson Plans - including project based learning Log of field study activities Certification exam data

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

Classroom walk-throughs and teacher lesson plans will be reviewed to insure integration of real-world experiences.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Data on certified teachers Lesson Plans - including project based learning Log of field study activities Certification exam data

Plan to Monitor Effectiveness of G10.B3.S1

Certification examination and field study participation data will be collected to monitor the number of students taking tests. Lesson plans will be reviewed for effectiveness. Strategies will be monitored based on data a revised as needed.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Data on certified teachers Lesson Plans - including project based learning Log of field study activities
Certification exam data

G10.B4 The number of students who are CTE program concentrators will increase by 8 percentage points.

G10.B4.S1 A variety of course offerings will be made available to students based on CTE interests. Students will be encouraged to follow the articulation guide for their respective academies during each articulation period.

Action Step 1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. A variety of advanced courses will be made available within each academy.

Person or Persons Responsible

Student Services Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

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

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period.

Person or Persons Responsible

Student Services Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

Plan to Monitor Effectiveness of G10.B4.S1

Student enrollment in AP, Academy, Cambridge and Dual Enrollment courses will be monitored during the scheduling period. Enrollment data from previous year will be compared to current year.

Person or Persons Responsible

Student Services Department Chair; Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Student enrollment will be tracked; master schedule; student academic credit reports

G10.B5 The number of teachers holding appropriate industry certifications will increase by 30 percentage points.

G10.B5.S1 Provide all non-industry certified teachers with opportunities to participate in professional development leading to industry certification.

Action Step 1

Data will be gathered on the CTE courses without teachers holding any industry certification. Opportunities provided by district personnel will be offered to all eligible teachers. Teachers holding certification will be offered opportunities to obtain additional certification.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

PD logs and completion certificates

Facilitator:

District Personnel

Participants:

CTE Teachers

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

Teachers participating in professional development will be asked to provide log-in information and certificates. Lesson plans will be monitored to ensure that students are being instructed in certification coursework.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

Professional development logs Lesson plans

Plan to Monitor Effectiveness of G10.B5.S1

The Assistant Principal will monitor temporary duty forms to document data of the amount of teachers taking advantage of PD opportunities. Teachers holding certification should show a steady increase of 3% per month to reach the goal.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

PD logs Temporary duty forms

G11. The percentage of students who are academically at-risk will decrease by 2 percentage points.

G11.B1 Students who miss 10% or more of instructional time will decrease by 1%.

G11.B1.S1 Increase student and parent awareness of high school completion courses that are available to all eligible Miami-Dade County Public School students in the evening that can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Action Step 1

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss Articulation meetings will be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

Student Services Department Chairperson

Target Dates or Schedule

Quarterly conferences

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

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

Provide student and parent meetings to inform parents of the graduation requirements and the available resources discussing graduation requirements to ensure students receive the proper support. The TRUST Counselor will intervene with students and/or parents who do not attend quarterly meetings or articulation meetings. The Student Services Department Chairperson will review meeting logs and refer students to the TRUST Counselor or Community Liaison.

Person or Persons Responsible

Student Services Department Chairperson; Assistant Principal

Target Dates or Schedule

Ongoing quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs.

Plan to Monitor Effectiveness of G11.B1.S1

Provide student and parent meetings to inform parents of the graduation requirements and the available resources discussing graduation requirements to ensure students receive the proper support. The TRUST Counselor will intervene with students and/or parents who do not attend quarterly meetings or articulation meetings. The Student Services Department Chairperson will review meeting logs and refer students to the TRUST Counselor or Community Liaison.

Person or Persons Responsible

Student Services Department Chairperson; Assistant Principal

Target Dates or Schedule

Ongoing quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs.

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12. All 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) will increase by 2 percentage points.

G12.B1 The number of students dropping out will decrease to <1%. Students would benefit from increased knowledge of resources provided at the school site.

G12.B1.S1 Increase student and parent awareness of high school completion courses that are available to all eligible Miami-Dade County Public School students in the evening that can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Action Step 1

Articulation meetings will be held to discuss graduation credit requirements, course offerings, and 18 and 24 credit graduation options.

Person or Persons Responsible

Student Services Department Chair

Target Dates or Schedule

Ongoing quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

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

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss Articulation meetings will be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

Student Services Department Chairperson

Target Dates or Schedule

Ongoing; quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

Plan to Monitor Effectiveness of G12.B1.S1

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss Articulation meetings will be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

Student Services Department Chairperson

Target Dates or Schedule

Ongoing; quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

G12.B2 The number of students graduating in 4 years will increase by 2% percentage points. Students would benefit from increased knowledge of resources provided at the school site.

G12.B2.S1 Increase student and parent awareness of high school completion courses that are available to all eligible Miami-Dade County Public School students in the evening that can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Action Step 1

Articulation meetings will be held to discuss graduation credit requirements, course offerings, and 18 and 24 credit graduation options.

Person or Persons Responsible

Student Services Department Chairperson; Assistant Principal

Target Dates or Schedule

Ongoing; quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

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

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss student progress. Articulation meetings will also be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

Student Services Department Chairperson; Assistant Principal; Adult Education Principal

Target Dates or Schedule

Ongoing; quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

Plan to Monitor Effectiveness of G12.B2.S1

Quarterly conferences will be held with at-risk students to review credits, grades, and forgiveness opportunities. Articulation meetings will be held with the Student Services Department to discuss student progress. Articulation meetings will also be held with the Adult Education Principal to discuss the registration process.

Person or Persons Responsible

Student Services Department Chairperson; Assistant Principal; Adult Education Principal

Target Dates or Schedule

Ongoing; quarterly

Evidence of Completion

Adult education enrollment data; conference logs; articulation meeting attendance logs

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

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

PART C: Hialeah Gardens High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

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

TITLE II: Miami-Dade County is a Title II District. 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: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant English Language Learners. In addition, Hialeah Gardens Senior High provides students and parents with home language assistance by providing pull-out sessions during the school day. As funds become available, after school and Saturday tutoring is offered to assist any student identified under the NCLB requirements. Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K – 12)
- Parent outreach activities (K – 12)
- 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)

Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K – 12), RFP process.

TITLE X: Hialeah Gardens High School will provide:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment,

attendance, and transportation of homeless students.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, 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.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- 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)

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

Violence Prevention Programs

Hialeah Gardens High School offers a non-violence and anti-drug program to students that incorporate field trips, community service, guest speakers, on campus activities, and counseling.

Nutrition Programs

Hialeah Gardens High School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- Hialeah Gardens High School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Miami-Dade County Schools District's Wellness Policy.

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

A partnership through the National Academy Foundation provides students with summer internship and job training opportunities. Additionally, through academy related field trips, students also learn how to create a resume, dress for success, and perform well during a job interview.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.

G1.B1 The number of students in the Hispanic subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 8%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B1.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

PD Opportunity 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Facilitator

Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative assessment data reports will be reviewed to ensure progress is being made and adjust instruction as needed. Classroom walkthroughs and samples of student work will be used to monitor use of strategies.

G3. The number of students demonstrating proficiency in grade 10 taking the 2014 FCAT Writing 2.0 will increase by 3 percentage points.

G3.B1 Students scoring at 3.5 and above will increase by 3 percentage points. Students would benefit from increased instruction in grammar and sentence structure.

G3.B1.S1 The students would benefit from increased instruction on the usage of correct grammatical conventions and revising writing drafts by using appropriate revision tools.

PD Opportunity 1

Utilize editing for correct spelling of high frequency words, using a word bank, dictionary, or other resources as necessary. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher. Data will be collected by using the FCAT 2.0 Writing rubric on formative assessments and will be stored in the school's database. Essays will be accessible in student's writing portfolio to demonstrate improvement during data chats. Student work folders, monthly assessments, and administrative walkthroughs will maintain the fidelity of the process.

Facilitator

Department Chairperson

Participants

10th Grade Language Arts Teachers

Target Dates or Schedule

Ongoing monthly from 8/19/13 - 6/5/14.

Evidence of Completion

Formative: Students' scores on baseline and monthly writing assessments. Summative: 2014 FCAT 2.0 Writing Assessment

G4. All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.

G4.B1 The number of ELL students demonstrating proficiency in mathematics will increase by 9%. A barrier for students scoring at or above level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

PD Opportunity 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Facilitator

Mathematics Coach

Participants

Algebra Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G7. The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.

G7.B1 The percentage of students scoring at level 3 on the 2014 Geometry EOC will increase by 3%. A barrier for students scoring at or above level 3 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.

G7.B1.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

PD Opportunity 1

Provide opportunities for students to practice the content so they will be able to explain and apply formulas to determine surface area, lateral area, and volume of solids and identify and use properties of congruent or similar solids to solve problems.

Facilitator

Department Chairperson

Participants

Geometry Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments include: Baseline Exam, Interim Assessments Summative Assessments include: 2014 Geometry End-of-Course Assessment Evidence will also include student work folders, mini-assessments in computer labs, and data chats.

G8. The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.

G8.B1 A barrier for students scoring at or above level 3 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.

G8.B1.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

PD Opportunity 1

Department Chairperson will provide active modeling and coaching for the teacher use higher order questioning and response techniques throughout the curriculum and promote the use of instructional technology resources. Participation in hands-on experiences that allow students to recognize potential changes to an ecosystem resulting from seasonal variations, climate changes, and/or succession.

Facilitator

Department Chairperson

Participants

Biology Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessment data will include Baseline Assessment, school generated quarterly assessments and mini-assessments. Summative Assessment: 2014 Biology End-of-Course Assessment

G9. The number of students participating in the number of STEM related experiences will increase by 8 percentage points.

G9.B1 The number of students participating in offered STEM related experiences will increase by 8 percentage points. A barrier to the number of students participating in the number of STEM related experiences is increasing the number of students participating in real-world competitions such as SECME and the Fairchild Challenge.

G9.B1.S1 Provide students with a variety of Advanced Placement, Academy, Cambridge and Dual Enrollment course offerings which provide rigor and relevance to real world scenarios. Utilizing industry certified teachers to recruit and attract students to participate in competition.

PD Opportunity 1

A variety of course offerings will be made available to students based on STEM interests. Competition activities will be integrated into curriculum to gain student interest in and out of the classroom. After school opportunities will be given to students wanting to enhance their competitive experience.

Facilitator

CTE District Coordinator

Participants

Teachers needing industry certification

Target Dates or Schedule

Ongoing monthly;

Evidence of Completion

Integration of STEM goals in instructional focus calendars; tracking student enrollment and success rates; student portfolios

G10. All students enrolled in CTE programs will become program completers and obtain certification in their respective areas of study.

G10.B5 The number of teachers holding appropriate industry certifications will increase by 30 percentage points.

G10.B5.S1 Provide all non-industry certified teachers with opportunities to participate in professional development leading to industry certification.

PD Opportunity 1

Data will be gathered on the CTE courses without teachers holding any industry certification. Opportunities provided by district personnel will be offered to all eligible teachers. Teachers holding certification will be offered opportunities to obtain additional certification.

Facilitator

District Personnel

Participants

CTE Teachers

Target Dates or Schedule

Ongoing monthly

Evidence of Completion

PD logs and completion certificates

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.	\$3,000
G4.	All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.	\$5
G7.	The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.	\$7,000
G8.	The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.	\$9,000
Total		\$19,005

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Evidence-Based Program	Total
EESAC and Title I	\$3,000	\$0	\$0	\$3,000
Title I	\$9,000	\$5	\$0	\$9,005
EESAC, Title I	\$0	\$0	\$7,000	\$7,000
Total	\$12,000	\$5	\$7,000	\$19,005

Budget Details

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

G1. The number of students in grades 9 and 10 demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase in percentage points.

G1.B1 The number of students in the Hispanic subgroup demonstrating proficiency on the 2014 Reading FCAT 2.0 will increase by 8%. An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

G1.B1.S1 An area of deficiency as noted on the 2013 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis. Students would benefit from further developing the ability to explain and identify the purpose of text features.

Action Step 1

Provide opportunities for students to distinguish their own point of view from that of the narrator, characters, or of the author of the text. Teachers will provide students will grade-level appropriate texts to analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

Resource Type

Technology

Resource

Achieve 3000

Funding Source

EESAC and Title I

Amount Needed

\$3,000

G4. All students enrolled in target mathematics courses not meeting AMO targets, will increase in proficiency by 8 percentage points on the 2014 administration.

G4.B1 The number of ELL students demonstrating proficiency in mathematics will increase by 9%. A barrier for students scoring at or above level 3 on the 2013 Algebra EOC was in the Reporting Category: Polynomials.

G4.B1.S1 Provide opportunities for students to practice the content so they will be able to simplify polynomial expressions using addition, subtraction, and multiplication in mathematical and real-world contexts.

Action Step 1

Provide opportunities for students to model real world situations with polynomials equations using multiple representations (graphical, tabular, algebraic, and verbal) and to find ways to combine those perspectives to reach deeper conclusions and connections.

Resource Type

Personnel

Resource

Teachers for After School Tutoring

Funding Source

Title I

Amount Needed

\$5

G7. The percentage of all students demonstrating proficiency on 2014 Geometry EOC will increase by 3 percentage points.

G7.B1 The percentage of students scoring at level 3 on the 2014 Geometry EOC will increase by 3%. A barrier for students scoring at or above level 3 on the 2013 Geometry EOC was in Reporting Category: Three-Dimensional Geometry.

G7.B1.S1 Provide opportunities for the students to apply geometric concepts in modeling real-world situations.

Action Step 1

Provide opportunities for students to practice the content so they will be able to explain and apply formulas to determine surface area, lateral area, and volume of solids and identify and use properties of congruent or similar solids to solve problems.

Resource Type

Evidence-Based Program

Resource

Saturday Camp

Funding Source

EESAC, Title I

Amount Needed

\$7,000

G8. The percentage of all students demonstrating proficiency will increase on the 2014 Biology EOC examination.

G8.B1 A barrier for students scoring at or above level 3 on the 2013 Biology End-of-Course Assessment was Organisms, Populations and Ecosystems.

G8.B1.S1 Provide inquiry-based, hands-on, laboratory activities incorporating Common Core State Standards for Science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Action Step 1

Department Chairperson will provide active modeling and coaching for the teacher use higher order questioning and response techniques throughout the curriculum and promote the use of instructional technology resources. Participation in hands-on experiences that allow students to recognize potential changes to an ecosystem resulting from seasonal variations, climate changes, and/or succession.

Resource Type

Technology

Resource

Achieve 3000

Funding Source

Title I

Amount Needed

\$9,000