



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Miami Killian Senior High School

10655 SW 97TH AVE

Miami, FL 33176

305-271-3311

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 61%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 85%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Miami Killian Senior High Schl

##### Principal

Thomas Ennis

##### School Advisory Council chair

Frank Moreno

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

Name	Title
Thomas Ennis	Principal
Niki Flamer	Assistant Principal for Curriculum
Courtney Collier	Assistant Principal
Ciro Hidalgo	Assistant Principal
Katherine Copa	English Chairperson
Tandy Caraway	Math Chairperson
Dr. Michael McGraw	Science Chairperson
Jean Neuman	Social Studies Chairperson
Karen Harper	Electives Chairperson
Fay Weinberg	Student Services Chairperson
Telica McQueen	Reading Chairperson
Brigitte Wong-Green	Reading Coach
Monica Canovaca	Lead Teacher
Esther Sterental	SWD Chairperson
Rosa Edgar	Program Specialist
Darma Rodriguez	Test Chairperson
Anmarie Etchart	Gifted Liaison
Patricio Suarez	Activities Director
Ken Floyd	Athletic Director

#### 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 representative

Chairperson- 1 Teacher representative

UTD- 1 representative

Teacher- 5 representatives (inclusive of the Chairperson)

Educational Support Employee- 1 representative

Parent- 6 representatives

Student- 1 representative

Business Community Representative- 3 representatives

All SAC members are elected by the group they represent. The percentage of voting members not employed by the district is 56 percent.

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

The EESAC will implement the state system of school improvement and accountability, to assist in the preparation and evaluation of the School Improvement Plan, and to assist in the preparation of the school's annual budget (SBBP 2125). The EESAC shall be the sole body responsible for final decisionmaking at the school relating to implementation of the State system of school improvement and accountability (SBBP 2125) and (FSS 1001.452).

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

The EESAC is responsible for developing and monitoring the School Improvement Plan on an ongoing basis throughout the school year, using the Florida Continuous Improvement Model (FCIM). The EESAC will analyze student performance data, and determine student achievement goals for the school in accordance with district and state mandates. The EESAC will approve the SIP. The EESAC will also make recommendations for the disbursement of EESAC funds to increase student achievement.

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

The EESAC will use annual funds of approximately \$10,000.00 to support school improvement through the funding of multiple teacher requests to ensure student achievement. Requests are divided by five departmental areas required to have a direct link to increasing student progress, each eligible for approximately \$2,000.00 to fund teacher resources that will enhance student learning.

**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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Thomas Ennis**

Principal

Years as Administrator: 20

Years at Current School: 3

**Credentials**

B.S. Western Kentucky University

M.S. Adelphi University

Certification: Physical Education; Educational Leadership

**Performance Record**

2013- School Grade Pending

Reading Proficiency- 56%

Math Proficiency- 59%

Reading Learning Gains- 67%

Math Learning Gains- 71%

Reading Improvement of the Lowest 25%- 66%

Math Improvement of the Lowest 25%- 72%

Reading AMO- TBA

Math AMO- TBA

2012- School Grade A

Reading Proficiency- 49%

Math Proficiency- 56%

Reading Learning Gains- 64%

Math Learning Gains- 56%

Reading Improvement of the Lowest 25%- 67%

Math Improvement of the Lowest 25%- 55%

Reading AMO- TBA

Math AMO- TBA

2011- School Grade C

High Standards Reading- 39%

High Standards Math- 74%

Learning Gains- Reading- 48%

Learning Gains- Math- 74%

Gains in Reading of the Lowest 25%- 53%

Gains in Math of the Lowest 25%- 62%

2010- School Grade B

High Standards Reading- 40%

High Standards Math- 75%

Learning Gains- Reading- 52%

Learning Gains- Math- 81%

Gains in Reading of the Lowest 25%- 43%

Gains in Math of the Lowest 25%- 79%

2009- School Grade B

High Standards Reading- 37%

High Standards Math- 73%

Learning Gains- Reading- 51%

Learning Gains- Math- 78%

Gains in Reading of the Lowest 25%- 57%

Gains in Math of the Lowest 25%- 79%



**Niki Flamer**

Asst Principal

Years as Administrator: 15

Years at Current School: 6

**Credentials**

B.A. Florida International University  
 M.Ed. Harvard University  
 Certification: English, Gifted, Educational Leadership

**Performance Record**

2013- School Grade Pending  
 Reading Proficiency- 56%  
 Math Proficiency- 59%  
 Reading Learning Gains- 67%  
 Math Learning Gains- 71%  
 Reading Improvement of the Lowest 25%- 66%  
 Math Improvement of the Lowest 25%- 72%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2012- School Grade A  
 Reading Proficiency- 49%  
 Math Proficiency- 56%  
 Reading Learning Gains- 64%  
 Math Learning Gains- 56%  
 Reading Improvement of the Lowest 25%- 67%  
 Math Improvement of the Lowest 25%- 55%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2011- School Grade B  
 High Standards Reading- 47%  
 High Standards Math- 77%  
 Learning Gains- Reading- 52%  
 Learning Gains- Math- 78%  
 Gains in Reading of the Lowest 25%- 52%  
 Gains in Math of the Lowest 25%- 70%  
 2010- School Grade B  
 High Standards Reading- 49%  
 High Standards Math- 76%  
 Learning Gains- Reading- 55%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 44%  
 Gains in Math of the Lowest 25%- 67%  
 2009- School Grade C  
 High Standards Reading- 48%  
 High Standards Math- 78%  
 Learning Gains- Reading- 41%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 48%  
 Gains in Math of the Lowest 25%- 60%

**Courtney Collier**

Asst Principal

Years as Administrator: 7

Years at Current School: 4

**Credentials**

B.S. Florida A&M University  
 M.S. Nova Southeastern University  
 Certification: Mathematics; Educational Leadership

**Performance Record**

2013- School Grade Pending  
 Reading Proficiency- 56%  
 Math Proficiency- 59%  
 Reading Learning Gains- 67%  
 Math Learning Gains- 71%  
 Reading Improvement of the Lowest 25%- 66%  
 Math Improvement of the Lowest 25%- 72%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2012- School Grade A  
 Reading Proficiency- 49%  
 Math Proficiency- 56%  
 Reading Learning Gains- 64%  
 Math Learning Gains- 56%  
 Reading Improvement of the Lowest 25%- 67%  
 Math Improvement of the Lowest 25%- 55%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2011- School Grade B  
 High Standards Reading- 47%  
 High Standards Math- 77%  
 Learning Gains- Reading- 52%  
 Learning Gains- Math- 78%  
 Gains in Reading of the Lowest 25%- 52%  
 Gains in Math of the Lowest 25%- 70%  
 2010- School Grade F  
 High Standards Reading- 15%  
 High Standards Math- 48%  
 Learning Gains- Reading- 34%  
 Learning Gains- Math- 66%  
 Gains in Reading of the Lowest 25%- 64%  
 Gains in Math of the Lowest 25%- 64%  
 2009- School Grade NA  
 High Standards Reading- 48%  
 High Standards Math- 78%  
 Learning Gains- Reading- 53%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 48%  
 Gains in Math of the Lowest 25%- 60%

**Ciro Hidalgo**

Asst Principal

Years as Administrator: 10

Years at Current School: 7

**Credentials**

B.S. University of Miami  
 M.S. Florida International University  
 Certification: Biology, Educational Leadership

**Performance Record**

2013- School Grade Pending  
 Reading Proficiency- 56%  
 Math Proficiency- 59%  
 Reading Learning Gains- 67%  
 Math Learning Gains- 71%  
 Reading Improvement of the Lowest 25%- 66%  
 Math Improvement of the Lowest 25%- 72%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2012- School Grade A  
 Reading Proficiency- 49%  
 Math Proficiency- 56%  
 Reading Learning Gains- 64%  
 Math Learning Gains- 56%  
 Reading Improvement of the Lowest 25%- 67%  
 Math Improvement of the Lowest 25%- 55%  
 Reading AMO- TBA  
 Math AMO- TBA  
 2011- School Grade B  
 High Standards Reading- 47%  
 High Standards Math- 77%  
 Learning Gains- Reading- 52%  
 Learning Gains- Math- 78%  
 Gains in Reading of the Lowest 25%- 52%  
 Gains in Math of the Lowest 25%- 70%  
 2010- School Grade B  
 High Standards Reading- 49%  
 High Standards Math- 76%  
 Learning Gains- Reading- 55%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 44%  
 Gains in Math of the Lowest 25%- 67%  
 2009- School Grade C  
 High Standards Reading- 48%  
 High Standards Math- 78%  
 Learning Gains- Reading- 41%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 48%  
 Gains in Math of the Lowest 25%- 60%

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Brigitte Wong-Green**

Full-time / School-based

Years as Coach: 7

Years at Current School: 5

**Areas**

Reading/Literacy

**Credentials**B.A. Herbert H. Lehman College (CUNY)  
Certification: English, Economics, Reading**Performance Record**

2013- School Grade Pending  
 Reading Proficiency- 56%  
 Math Proficiency- 59%  
 Reading Learning Gains- 67%  
 Math Learning Gains- 71%  
 Reading Improvement of the Lowest 25%- 66%  
 Math Improvement of the Lowest 25%- 72%  
 Reading AMO- TBA  
 Math AMO- TBA

2012- School Grade A  
 Reading Proficiency- 49%  
 Math Proficiency- 56%  
 Reading Learning Gains- 64%  
 Math Learning Gains- 56%  
 Reading Improvement of the Lowest 25%- 67%  
 Math Improvement of the Lowest 25%- 55%  
 Reading AMO- TBA  
 Math AMO- TBA

2011- School Grade B  
 High Standards Reading- 47%  
 High Standards Math- 77%  
 Learning Gains- Reading- 52%  
 Learning Gains- Math- 78%  
 Gains in Reading of the Lowest 25%- 52%  
 Gains in Math of the Lowest 25%- 70%

2010- School Grade B  
 High Standards Reading- 49%  
 High Standards Math- 76%  
 Learning Gains- Reading- 55%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 44%  
 Gains in Math of the Lowest 25%- 67%

2009- School Grade C  
 High Standards Reading- 48%  
 High Standards Math- 78%  
 Learning Gains- Reading- 41%  
 Learning Gains- Math- 77%  
 Gains in Reading of the Lowest 25%- 48%  
 Gains in Math of the Lowest 25%- 60%

**Classroom Teachers****# of classroom teachers**

115

**# receiving effective rating or higher**

115, 100%

**# Highly Qualified Teachers**

66%

**# certified in-field**

110, 96%

**# ESOL endorsed**

16, 14%

**# reading endorsed**

13, 11%

**# with advanced degrees**

49, 43%

**# National Board Certified**

5, 4%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

5, 4%

**# with 6-14 years of experience**

54, 47%

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

55, 48%

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

3

**# Highly Qualified**

3, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The school will place student observers and interns (Assistant Principal for Curriculum), regularly schedule meetings with new teachers (Principal), partner early career teachers with veteran teachers (Assistant Principal for Curriculum), and participate in the Mentoring and Induction for New Teachers (MINT) Program (Professional Development Liaison).

#### **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**

Mentor and mentee teachers will be paired according to common subject areas and ability to provide structured guidance to mentee teachers. Activities will include, but not be limited to, cooperative planning, classroom observations, and multiple and varied opportunities for providing specific feedback.

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

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

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

The MTSS team will utilize this process to focus school wide efforts on data collection and analysis to determine which students need which type of assistance, and to continue the cycle of ongoing progress monitoring to ensure that instruction and interventions are being effective. The team will:

1. Evaluate the academic progress of students addressing key questions about student learning.
2. Gather and analyze student performance data to determine professional development needs for faculty.
3. Meet regularly (meetings will be held monthly).
4. Maintain open lines of communication with faculty for input and feedback.
5. Design, implement, and evaluate instruction and interventions.

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

Mr. Thomas Ennis, Principal: Mr. Ennis will ensure the MTSS team meets on a regular basis, functions appropriately and allocates resources accordingly.

Mrs. Niki Flamer, Assistant Principal for Curriculum: Mrs. Flamer will guide the data analysis process, and ensure that it is adequately and appropriately used to develop teaching and learning school-wide and ensures professional development aligned to support the implementation of the MTSS.

Selected General Education and Special Education Teachers: These teachers will provide information about core instruction, participate in student performance data analysis and collaborate with other staff members to ensure understanding of the MTSS process and to identify students in need of additional assistance.

Student Service Staff: Provide quality services and expertise on issues ranging from program design to assessment and intervention with small groups and/or individual students.

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

The MTSS team members meet by department to review school-wide end of year data and to reflect up the 2013-2014 School Improvement Plan (SIP). The results were shared with the Educational Excellence School Advisory Council (EESAC), and their input was also recorded. The team meets to develop priorities and monitor their progress for the 2013-2014 school year, based on the feedback from the total school community. The team provides guidance levels of one, two and three of support, helps to set priorities for instruction, assists in determining the master schedule in order to match the most highly qualified teachers with the students in the lowest quartile, and aligns processes and procedures school-wide to focus on data-driven instruction. The Rtl Leadership team will follow this process throughout the school year.

**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**

Reading: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Interim Assessments (IA) through Edusoft Data Management Software, Diagnostic Assessment for Reading (DAR), as needed, and the Comprehensive English Language Learner Assessment (CELLA), for ELL students

Mathematics: Algebra 1 and Geometry EOC, IA through Edusoft Data Management Software

Writing: Measurement, Inc., Pre-test and Post-test

Science: Biology EOC, IA through Edusoft Data Management Software

Social Studies: US History EOC, IA through Edusoft Data Management Software

Behavior: Daily and Monthly Attendance Reports, Student Case Management System Executive Summary (Product #T32205402), and Student Assistance Profile (Product #T0515P71-01)

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

The school administrative team will monitor and provide support needed by the MTSS team. The school administrative team will provide data reports on an ongoing basis, as well as release time, to ensure that the MTSS team has the appropriate documentation required to perform its function.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students**Minutes added to school year:** 10

Students are provided the opportunity to enroll in an additional course in order to meet graduation requirements, receive additional and/or remedial instruction in core academic subjects, and/or participate in enrichment courses that contribute to a well rounded education. Teachers also have additional planning time, inclusive of time to work collaboratively with colleague teachers, in order to ensure that students' needs are met.

**Strategy Purpose(s)**

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

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

Teachers review student performance data on an ongoing basis, analyzing prior performance data, as well as progress monitoring data. Teachers work in collaborative teams to plan instruction accordingly.

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

Thomas Ennis, Principal  
Niki Flamer, Assistant Principal for Curriculum

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

<b>Name</b>	<b>Title</b>
Thomas Ennis	Principal
Niki Flamer	Assistant Principal for Curriculum
Courtney Collier	Assistant Principal
Ciro Hidalgo	Assistant Principal
Katherine Copa	English Chairperson
Tandy Caraway	Mathematics Chairperson
Dr. Michael McGraw	Science Chairperson
Jean Neuman	Social Studies Chairperson
Fay Weinberg	Student Services Chairperson
Karen Harper	Electives Chairperson
Telica McQueen	Reading Chairperson
Brigitte Wong-Green	Reading Coach
Esther Sterental	SWD Chairperson
Rosa Edgar	Program Specialist



Name	Title
Darma Rodriguez	Test Chairperson
Monica Canovaca	Lead Teacher
Anmarie Etchart	Gifted Liaison

### How the school-based LLT functions

The LLT will meet monthly. The Assistant Principal for Curriculum will develop the agenda, with input gathered from all curriculum leaders at the school and after reviewing school wide data. The agenda will also include the recommendations of the MTSS, and LLT meetings will address those recommendations in order to provide the necessary support to Tier 2 and Tier 3 students.

The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The Reading Coach will provide motivation within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with teachers and administrators, and providing professional development.

### Major initiatives of the LLT

The LLT will continue to promote the use of data for driving instruction, including data chats amongst staff and between staff and students. Additionally, an increased focus on Differentiated Instruction and the transition to the Common Core State Standards will be evident in professional discussions, and will be monitored on an ongoing basis by department chairpersons and school administrators. All activities and initiatives of the LLT will be aligned to the K-12 CRRP.

## Every Teacher Contributes to Reading Instruction

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

Teachers across the curriculum contribute to the reading improvement of every student by implementing reading strategies within daily instructional practices to increase student comprehension of content area reading material. All teachers will assess student reading performance data, and will monitor student progress in the area of reading comprehension by tracking student performance on Interim Assessments. Additionally, the Reading Coach will provide instructional support to all teachers in the school and provide professional development and in-class support that will facilitate the use of strategies that promote student reading comprehension in content area disciplines, including a focus on reading application and literary analysis.

## College and Career Readiness

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

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

The school offers students elective courses in art, JROTC, music studies, dance, world languages, technology, and career studies, in addition to various honors, Advanced Placement (AP) and Dual Enrollment (DE) courses in various subject areas. These courses focus on job skills and connect academic learning to the real world, and prepare students for transition into postsecondary institutions. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always evident and relevant. Teachers also provide students with reading

practice exercises that are based on current events and further support the acquisition of reading comprehension and proficiency with a variety of reading material.

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

The school offers students elective courses in art, JROTC, music studies, dance, world languages, technology, and career studies, in addition to various honors, AP and DE courses in all subject areas. These courses focus on job skills and connect academic learning to the real world, and prepare students for transition into postsecondary institutions. Every year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Incoming freshman, as well as all rising tenth, eleventh, and twelfth grade students, meet in small groups with counselors for future course and career planning. Parents are also invited to contact the student services staff, and final course selection is sent home for parent approval.

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

The number of students earning a standard diploma has increased over the past three years, including increases in the percent of graduates who scored at level three or above on the tenth grade FCAT in Reading and Algebra 1 and Geometry EOC examinations, and is higher than both the district and state percentages. This has led to increases in various indicators of college success, for even our struggling students, and has led to increases in our graduation rate. Additionally, Miami Killian Senior High School strives to increase the participation of students in DE courses. As such, we have partnered with Florida International University (FIU) to offer DE courses on our school campus during the school day. A Virtual Learning Lab has also been opened, servicing over 400 students throughout the course of the day, who are taking an online course as part of their school day. This program has allowed students to experience online instruction while maintaining the support of an instructional staff member at the school site. Additionally, school site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school, and succeeding in post-secondary academic and vocational institutions, in the military, and in the world of work. Student services staff meet with students, conduct various college-planning sessions, serve as student advocates in advanced academic programs, and even host night events to ensure the students and parents are well-versed in issues regarding selection of an appropriate institution, financial planning including scholarships and Bright Futures, and in preparing for all other aspects of life after high school.

## 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	58%	56%	No	63%
American Indian				
Asian	63%	85%	Yes	66%
Black/African American	45%	35%	No	51%
Hispanic	59%	57%	No	63%
White	70%	74%	Yes	73%
English language learners	33%	27%	No	39%
Students with disabilities	39%	27%	No	45%
Economically disadvantaged	51%	48%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	278	24%	30%
Students scoring at or above Achievement Level 4	347	30%	33%

#### 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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		66%	69%

**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)	108	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	75	41%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	84	46%	51%

**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.		67%	70%

**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	434	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	59%	Yes	52%
American Indian		0%		
Asian	50%	81%	Yes	55%
Black/African American	40%	40%	Yes	46%
Hispanic	46%	60%	Yes	51%
White	62%	75%	Yes	66%
English language learners	41%	52%	Yes	47%
Students with disabilities	34%	31%	No	41%
Economically disadvantaged	44%	52%	Yes	50%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		71%	74%
Students in lowest 25% making learning gains (EOC)		72%	75%

**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.		63%	67%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	35%	39%
Students scoring at or above Achievement Level 4	52	11%	12%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	31%	33%
Students scoring at or above Achievement Level 4	171	31%	32%

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

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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	40%	43%
Students scoring at or above Achievement Level 4	106	20%	21%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	1875	72%	74%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	419	16%	18%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		99%	99%
Students taking one or more advanced placement exams for STEM-related courses	188	7%	9%
CTE-STEM program concentrators	27		30
Students taking CTE-STEM industry certification exams	80	3%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		35%	40%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	231	9%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	100	4%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		99%	100%
Students taking CTE industry certification exams	80	3%	5%
Passing rate (%) for students who take CTE industry certification exams		18%	20%
CTE program concentrators	27	1%	1%
CTE teachers holding appropriate industry certifications	2	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	368	14%	13%
Students in ninth grade with one or more absences within the first 20 days	111	18%	17%
Students in ninth grade who fail two or more courses in any subject	142	25%	24%
Students with grade point average less than 2.0	491	20%	19%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	496	20%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	677	26%	25%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	61	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	619	87%	87%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	95	77%	79%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	625	80%	82%

## 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

A review of 2012-2013 school climate data indicated that only 71% of parents had positive perceptions regarding the overall climate. Our goal for the 2013-2014 school year is to increase the percentage of parents with positive perceptions by five percentage points, to 76%.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Positive Parental Perceptions Regarding Overall School Climate	75	71%	76%

## Goals Summary

- G1.** The percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.
- G2.** The percentage of students who demonstrated College Readiness in Reading in 2012-13 is 67%. The goal for the 2013-14 school year is 70%.
- G3.** The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.
- G4.** The percentage of students demonstrating learning gains in 2012-13 on the Algebra 1 EOC and the Geometry EOC is 71%. The goal for the 2013-14 school year is for 74% of students to demonstrate a learning gain on the Algebra 1 EOC and Geometry EOC.
- G5.** The percentage of students who demonstrated College Readiness in Mathematics in 2012-13 is 63%. The goal for the 2013-14 school year is 67%.
- G6.** The percentage of students who scored at or above Achievement Level 3 on the Algebra 1 EOC in 2012-13 is 46%. The goal for the 2013-14 school year is 51% on the Algebra 1 EOC.
- G7.** The percentage of students who scored at or above Achievement Level 3 on the Geometry EOC in 2012-13 is 62%. The goal for the 2013-14 school year is 65% on the Geometry EOC.
- G8.** The percentage of students who scored at or above Achievement Level 3 on the Biology EOC examination in 2012-13 is 60%. The goal for the 2013-14 school year is 64%.
- G9.** The percentage of students participating in STEM-related experiences and courses in the 2012-13 school year is 72%. The goal for the 2013-14 school year is 74%.
- G10.** The percentage of students participating in CTE courses in the 2012-13 school year is 9%. The goal for the 2013-14 school year is 10%.
- G11.** The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.
- G12.** Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress.
- G13.** The graduation rate in the 2012-13 school year is 87%. The goal is to maintain the graduation rate at 87% in the 2013-14 school year.



- G14.** The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2012-13 school year is 71%. The goal is to achieve 76% in the 2013-14 school year.

## Goals Detail

**G1.** The percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.

### **Targets Supported**

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

- Reading Coach
- Gifted certified teachers
- Pacing Guides
- Pull-out Tutors
- Reading Plus
- Enrollment in intensive reading courses
- Jamestown Reading Navigator
- Achieve 3000
- ELL paraprofessional
- LLT

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

- For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 16% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 42% of students demonstrating proficiency.
- For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 3- Literary Analysis, with only 26% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 4- Informational Text and Research Process, with only 52% of students demonstrating proficiency.
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students failing to make a learning gain was Reporting Category 1- Vocabulary.
- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 4- Informational Text and Research Process.
- Students do not listen to and speak English a sufficient number of hours per day to increase their English listening/speaking proficiency, as noted by 59% of students scoring at or above proficiency in the area of Listening and Speaking on the 2013 administration of the CELLA. The goal is for 63% of students to score at or above proficiency.
- Students have a limited ability to read in English and comprehend what is being read, as noted by 41% of students scoring at or above proficiency in the area of Reading on the 2013 administration of the CELLA. The goal is for 47% of students to score at or above proficiency.
- Students have difficulty in demonstrating appropriate expressive writing skills, as noted by 46% of students scoring at or above proficiency in the area of Writing on the 2013 administration of the CELLA. The goal is for 51% of students to score at or above proficiency.

- The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students in the Overall, Black, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (ED) subgroups was Reporting Category 2- Reading Application.

### Plan to Monitor Progress Toward the Goal

Review of Interim Assessment data; Review of FAIR data; FCIM; Review of lesson plans and student work samples; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Formative: Results from the Interim Assessments; Results from the FAIR Summative: Results from the 2014 FCAT 2.0 in Reading

**G2.** The percentage of students who demonstrated College Readiness in Reading in 2012-13 is 67%. The goal for the 2013-14 school year is 70%.

#### Targets Supported

- Reading (Postsecondary Readiness)

#### Resources Available to Support the Goal

- Collaboration with Miami Dade College teachers
- CAP Advisor
- Online practice materials
- LLT

#### Targeted Barriers to Achieving the Goal

- Students have limited opportunities to engage in college readiness preparedness activities, as noted by 67% of students demonstrating College Readiness in Reading. The goal is for 70% of students to demonstrate College Readiness in Reading.

### Plan to Monitor Progress Toward the Goal

Review of practice testing materials and information location

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Practice testing materials and information location

**G3.** The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Measurement, Inc. Folio Writing Scoring of practice prompts
- Pacing Guides
- Enrichment Writing Course
- Participation in the FCAT Writing Field Test
- LLT

**Targeted Barriers to Achieving the Goal**

- Students demonstrate difficulty with providing appropriate and varied levels of support within the writing context, as noted by 73% of students scoring at 3.5 or above on the 2013 administration of the FCAT in Writing. The goal is for 76% of students to score at 3.5 or above on the 2014 administration of the FCAT in Writing.

**Plan to Monitor Progress Toward the Goal**

Review of pre-test and post-test data; FCIM; Review of lesson plans and student work samples; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

**Person or Persons Responsible**

LLT

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Results from the pre-test and post-test Summative: Results from the 2014 FCAT in Writing

**G4.** The percentage of students demonstrating learning gains in 2012-13 on the Algebra 1 EOC and the Geometry EOC is 71%. The goal for the 2013-14 school year is for 74% of students to demonstrate a learning gain on the Algebra 1 EOC and Geometry EOC.

### **Targets Supported**

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

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

- Online practice materials
- Enrollment in Intensive Mathematics courses
- Daily bell ringer activities
- Pacing Guides
- Common Core State Standards
- MTSS

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

- The area of deficiency as noted on the 2013 administration of the EOC assessments for students failing to make a learning gain was Reporting Category 2- Polynomials, on the Algebra 1 EOC Assessment and Reporting Category Reporting Category 3- Trigonometry and Discrete Mathematics, on the Geometry EOC Assessment.
- The area of deficiency as noted on the 2013 administration of the EOC assessments for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 2- Polynomials, on the Algebra 1 EOC Assessment and Reporting Category Reporting Category 3- Trigonometry and Discrete Mathematics, on the Geometry EOC Assessment.
- The area of deficiency as noted on the District Baseline EOC Assessment for Algebra 1 for students in the SWD subgroup was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics, with 0% of students demonstrating proficiency. The area of deficiency as noted on the District Baseline EOC Assessment for Geometry for students in the SWD subgroup was Reporting Category 1- Two-Dimensional Geometry, with 0% of students demonstrating proficiency.

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

Review of Interim Assessment data; FCIM; Review of lesson plans and student work samples; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

### **Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

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

Quarterly

### **Evidence of Completion:**

Formative: Results from the Interim Assessments Summative: Results from the 2014 EOC Assessments in Mathematics

**G5.** The percentage of students who demonstrated College Readiness in Mathematics in 2012-13 is 63%. The goal for the 2013-14 school year is 67%.

**Targets Supported**

- Math (High School Postsecondary Readiness)

**Resources Available to Support the Goal**

- Collaboration with Miami Dade College teachers
- CAP Advisor
- Online practice materials
- MTSS

**Targeted Barriers to Achieving the Goal**

- Students have limited access to practice sessions and instruction to prepare for college readiness assessments, as noted by 63% of students demonstrating College Readiness in Mathematics. The goal is for 67% of students to demonstrate College Readiness in Mathematics.

**Plan to Monitor Progress Toward the Goal**

Monitor hosting of free, weekend practice test sessions

**Person or Persons Responsible**

MTSS Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Free, weekend practice test sessions

**G6.** The percentage of students who scored at or above Achievement Level 3 on the Algebra 1 EOC in 2012-13 is 46%. The goal for the 2013-14 school year is 51% on the Algebra 1 EOC.

**Targets Supported**

- Math ()
- Algebra 1 EOC

**Resources Available to Support the Goal**

- Cognitive Tutor
- District Pacing Guides
- Enrollment in Intensive Mathematics courses
- MTSS

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Level 3 was Reporting Category 2- Polynomials, with 2% of students demonstrating proficiency.
- The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Levels 4 and 5 was Reporting Category 1- Functions, Linear Equations, and Inequalities, with 0% of students demonstrating proficiency.

**Plan to Monitor Progress Toward the Goal**

Review of Interim Assessment data; FCIM; Review of lesson plans and student work samples, Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Results from the Interim Assessments Summative: Results from the 2014 Algebra 1 EOC Assessment

**G7.** The percentage of students who scored at or above Achievement Level 3 on the Geometry EOC in 2012-13 is 62%. The goal for the 2013-14 school year is 65% on the Geometry EOC.

**Targets Supported**

- Math ()
- Geometry EOC

**Resources Available to Support the Goal**

- Cognitive Tutor
- Pacing Guides
- Enrollment in Intensive Mathematics Courses
- MTSS

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the Geometry EOC Examination for students scoring at Level 3 was Reporting Category 2- Trigonometry and Discrete Mathematics
- The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam for students scoring at Levels 4 and 5 was Reporting Category 1- Two-dimensional Geometry.

**Plan to Monitor Progress Toward the Goal**

Review of the Interim Assessment data; FCIM; Review of lesson plans and student work samples, Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Results from the Interim Assessments Summative: Results from the 2014 Geometry EOC Assessment



**G8.** The percentage of students who scored at or above Achievement Level 3 on the Biology EOC examination in 2012-13 is 60%. The goal for the 2013-14 school year is 64%.

**Targets Supported**

- Science
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- District Curriculum Support Specialist
- Funds for technology programs to enhance student learning
- Laboratory supplies
- Pacing Guides
- MTSS

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at Level 3 was Reporting Category 2- Molecular and Cellular Biology.
- The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at or above Levels 4 and 5 was Reporting Category 2- Molecular and Cellular Biology.

**Plan to Monitor Progress Toward the Goal**

Review of the Interim Assessment data; FCIM; Review of lesson plans and student work samples, Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs; Review Discovery Learning usage logs

**Person or Persons Responsible**

MTSS Team; Science Chairperson; Assistant Principal for Science

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Results of the Interim Assessments Summative: Results from the 2014 Biology EOC Assessment

**G9.** The percentage of students participating in STEM-related experiences and courses in the 2012-13 school year is 72%. The goal for the 2013-14 school year is 74%.

### **Targets Supported**

- STEM
- STEM - High School

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

- STEM-related courses
- Industry Certifications available at the school
- Environmental Science program
- The College Board
- AP Potential
- MTSS

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

- Participation in STEM-related activities is limited by a lack of interest amongst students in enrichment activities in STEM-related areas, as demonstrated by 72% of students participating. The goal is for 74% of students to participate in STEM-related activities.
- Students exhibit anxiety regarding their preparedness for enrolling in and successful completion of accelerated STEM and AP mathematics and science courses, as demonstrated by 7% of students participating. The goal is for 9% of students to enroll in accelerated STEM and AP mathematics and science courses.
- Only 27 students are CTE-STEM program concentrators, allowing them to take and pass CTE-STEM industry certification examinations. The goal is for 30 students to become CTE-STEM program concentrators.

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

Review implementation of in-class, hands-on, STEM-related instructional activities; Analyze future enrollment in AP mathematics and science courses and CTE-STEM courses; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

### **Person or Persons Responsible**

Mathematics Chairperson; Science Chairperson; Electives Chairperson; Assistant Principals

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

Quarterly

### **Evidence of Completion:**

Lesson plans; Student work samples; Future enrollment in AP mathematics and science courses and CTE-STEM courses

**G10.** The percentage of students participating in CTE courses in the 2012-13 school year is 9%. The goal for the 2013-14 school year is 10%.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Classroom instructional materials
- MTSS

**Targeted Barriers to Achieving the Goal**

- A limited number of students are choosing to enroll in CTE electives and take CTE industry certification exams, as demonstrated by 9% of students enrolling in CTE courses. The goal is for 10% of students to enroll CTE courses.
- Students exhibit anxiety regarding their preparedness for enrolling in accelerated CTE courses and becoming program concentrators, as demonstrated by 4% of students enrolling in accelerated CTE courses. The goal is for 5% of students to enroll in accelerated CTE courses.
- Only two teachers holding industry certification are available at the school site. The goal is to increase the number of teachers holding industry certification to three.

**Plan to Monitor Progress Toward the Goal**

Review of lesson plans and student work samples; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs; Analyze future enrollment in CTE courses

**Person or Persons Responsible**

Electives Chairperson; Assistant Principal for CTE

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Lesson plans; Student work samples; Future enrollment in CTE courses

**G11.** The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- New US History textbooks and ancillary materials Online resources, instructional activities, and practice materials
- District-created practice materials
- District Pacing Guides
- District Curriculum Support Specialist
- MTSS

**Targeted Barriers to Achieving the Goal**

- The area of deficiency as noted on the 2013 administration of the US History EOC Baseline Examination was Reporting Category 2- Global Military, Political, and Economic Challenges.

**Plan to Monitor Progress Toward the Goal**

Review of Interim Assessment data; FCIM; Review of lesson plans and student work samples; Provide feedback to appropriately guide instruction; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Social Studies Chairperson; Assistant Principal for Curriculum

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative: Results of the Interim Assessments Summative: Results from the 2014 U. S. History EOC Assessment

**G12.** Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress.

### **Targets Supported**

- EWS
- EWS - High School

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

- Administrative Team
- Student Services Staff
- MTSS Team
- School Social Worker
- School Psychologist
- School Resource Officer
- Monitoring Reports

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

- Students who miss 10% or more days of school, or Grade Nine students with absences within the first 20 days of school, have demonstrated health-related, emotionally-related, or other contributory factors that limit their school attendance on a regular basis, as demonstrated by 14% of students missing ten percent or more of available instructional time. The goal is to reduce the percentage of students missing available instructional time to 13%.
- Students in Grade Nine who fail two or more courses, are not promoted to Grade Ten on time, or with a GPA less than 2.0, become unmotivated regarding successful school completion and on-time graduation, as demonstrated by 20% of students with a GPA of less than 2.0. The goal is to reduce the percentage of students with a GPA of less than 2.0 to 19%.
- Students with behavioral issues may demonstrate an inability to effectively resolve personal/ social/ emotional and/or interpersonal conflicts., as demonstrated by 20% of students receiving two or more behavior referrals. The goal is for 19% of students to receive two or more behavior referrals.

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

Review of identification and intervention logs with students displaying negative early warning indicators in the areas of attendance, behavior, and/or academic progress

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

MTSS Team; Student Services Chairperson; Assistant Principals

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

Quarterly

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

Attendance reports; Referral reports; Student academic grades; Logs of identified students and intervention conferences

**G13.** The graduation rate in the 2012-13 school year is 87%. The goal is to maintain the graduation rate at 87% in the 2013-14 school year.

**Targets Supported**

- EWS
- EWS - Graduation

**Resources Available to Support the Goal**

- Student Services Staff
- MTSS
- School Social Worker
- School Psychologist

**Targeted Barriers to Achieving the Goal**

- Students at-risk of dropping out are not accessing alternative options for course credit recovery and completion because they are unmotivated and/or unaware of their options for ensuring on-time graduation, as evidenced by 2% of students dropping out.

**Plan to Monitor Progress Toward the Goal**

Review of logs of identified students and conference logs

**Person or Persons Responsible**

MTSS Team; Student Services Chairperson; Assistant Principals

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student reports; Logs of identified students and intervention conferences

**G14.** The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2012-13 school year is 71%. The goal is to achieve 76% in the 2013-14 school year.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- School website
- Connect-Ed Messaging System
- Teacher websites

**Targeted Barriers to Achieving the Goal**

- Positive perceptions regarding the overall school climate are limited due to lack of participation and information regarding school wide academic activities by parents, as demonstrated by 71% of parents responding positively regarding the overall school climate. The goal is for 76% of parents to respond positively regarding the overall school climate.

## Plan to Monitor Progress Toward the Goal

Review of school website and the Connect-Ed usage logs

**Person or Persons Responsible**

Assistant Principals; Activities Director

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

School website and the Connect-Ed usage logs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.

**G1.B1** For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 16% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 42% of students demonstrating proficiency.

**G1.B1.S1** Provide increased instruction on Reporting Category 3- Literary Analysis.

### Action Step 1

Utilize NGSS question task cards focused on Reporting Category 3- Literary Analysis, during classroom instructional activities.

#### Person or Persons Responsible

Grade Nine and Ten Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans; Student work samples

#### Facilitator:

Brigitte Wong-Green

#### Participants:

Grade Nine and Ten Teachers



## Action Step 2

Develop question stems on quiz and test questions that utilize NGSSS question stems focused on Reporting Category 3.

### Person or Persons Responsible

Grade Nine and Ten teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans; Student work samples

### Facilitator:

Brigitte Wong-Green

### Participants:

Grade Nine and Ten teachers

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

Review of lesson plans and student work samples

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Lesson plans and student work samples

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

Review of Interim Assessment data; Review of FAIR data

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data; FAIR data

**G1.B2** For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 3- Literary Analysis, with only 26% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 4- Informational Text and Research Process, with only 52% of students demonstrating proficiency.

**G1.B2.S1** Increase cooperative learning activities that involve real-world research activities and aligns instruction with the Common Core State Standards.

**Action Step 1**

Infuse instruction aligned to the Common Core State Standards.

**Person or Persons Responsible**

Grade Nine and Ten Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans; Student work samples

**Facilitator:**

Brigitte Wong-Green; District Curriculum Support

**Participants:**

Grade Nine and Ten Teachers

## **Action Step 2**

Develop and implement cooperative learning activities that involve real-world activities that require the reading and comprehension of higher-level non-fiction reading text.

### **Person or Persons Responsible**

Grade Nine and Ten English Teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans; Collaborative team planning sign-in rosters; Student work samples

### **Facilitator:**

Brigitte Wong-Green

### **Participants:**

Grade Nine and Ten English Teachers

## **Action Step 3**

Develop and implement research-based lessons that require students to locate, analyze, and synthesize information from multiple sources.

### **Person or Persons Responsible**

Reading Coach

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans; Student work samples

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

Review lesson plans and student work samples

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans and student work samples

### **Plan to Monitor Effectiveness of G1.B2.S1**

Review Interim Assessment data; Review of FAIR data

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessment data; FAIR data

**G1.B3** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students failing to make a learning gain was Reporting Category 1- Vocabulary.

**G1.B3.S1** Provide practice deriving word meanings and relationships, addressing the NGSSS and the Common Core State Standards.

**Action Step 1**

Utilize vocabulary books to provide practice in deriving word meanings and word relationships from context, including figurative and connotative meanings and the impact of word choice.

**Person or Persons Responsible**

Grade Nine and Ten Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student work in vocabulary books

**Facilitator:**

Brigitte Wong-Green; District Curriculum Support

**Participants:**

Grade Nine and Ten Teachers

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

Review lesson plans and student work samples

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans and student work samples

## Plan to Monitor Effectiveness of G1.B3.S1

Review of Interim Assessment data; Review of FAIR data

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data; FAIR data

**G1.B4** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 4- Informational Text and Research Process.

**G1.B4.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

### Action Step 1

Develop and implement instructional activities that use Reciprocal Teaching techniques to provide students opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

### Person or Persons Responsible

Grade Nine and Ten Teachers; Reading Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans; Student work samples

### Facilitator:

Brigitte Wong-Green

### Participants:

Grade Nine and Ten Teachers; Reading Teachers

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

Review lesson plans and student work samples

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Lesson plans and student work samples

### Plan to Monitor Effectiveness of G1.B4.S1

Review of Interim Assessment data; Review of FAIR data

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Interim Assessment data; FAIR data

**G1.B5** Students do not listen to and speak English a sufficient number of hours per day to increase their English listening/speaking proficiency, as noted by 59% of students scoring at or above proficiency in the area of Listening and Speaking on the 2013 administration of the CELLA. The goal is for 63% of students to score at or above proficiency.

**G1.B5.S1** Increase opportunities to listen to spoken English language literature.

#### Action Step 1

Develop and implement lessons that incorporate the use of audio materials to provide students with multiple opportunities to listen to spoken English.

#### Person or Persons Responsible

Teachers of ELL students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans

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

Review of lesson plans and student work samples

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Lesson plans and student work samples

### Plan to Monitor Effectiveness of G1.B5.S1

Review of Interim Assessment data; Review of FAIR data

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Interim Assessment data; FAIR data

**G1.B6** Students have a limited ability to read in English and comprehend what is being read, as noted by 41% of students scoring at or above proficiency in the area of Reading on the 2013 administration of the CELLA. The goal is for 47% of students to score at or above proficiency.

**G1.B6.S1** Continue providing reading instruction in order to increase students' reading comprehension skills.

#### Action Step 1

Develop and implement lessons that provide students an opportunity to use the Teen Biz program as part of reading instruction in order to increase their reading comprehension skills.

#### Person or Persons Responsible

Teachers of ELL Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson Plans; Teen Biz usage logs



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

Review of lesson plans and student work samples; Review of Teen Biz usage logs

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Lesson plans and student work samples; Teen Biz usage logs

### Plan to Monitor Effectiveness of G1.B6.S1

Review of Interim Assessment data; Review of FAIR data

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Interim Assessment data; FAIR data

**G1.B7** Students have difficulty in demonstrating appropriate expressive writing skills, as noted by 46% of students scoring at or above proficiency in the area of Writing on the 2013 administration of the CELLA. The goal is for 51% of students to score at or above proficiency.

**G1.B7.S1** Increase instructional activities that require students to generate their own writing topics.

#### Action Step 1

Develop and implement instructional activities that require students to generate their own and varied writing topics, such as listing, brainstorming, clustering, discussing topics with others, and/or drawing.

#### Person or Persons Responsible

Teachers of ELL Students

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans; Student work samples

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

Review of lesson plans and student work samples

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Lesson plans and student work samples

### Plan to Monitor Effectiveness of G1.B7.S1

Review of teacher-generated pre-test and post-test writing data; Review of Measurement Inc. pre-test and post-test writing data

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher-generated pre-test and post-test writing data; Measurement Inc. pre-test and post-test writing data

**G1.B8** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students in the Overall, Black, Hispanic, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged (ED) subgroups was Reporting Category 2- Reading Application.

**G1.B8.S1** Schedule and conduct data chats between students in each targeted subgroup and teachers.

**Action Step 1**

Conduct individual data chats with students to ensure students are aware of their performance and progress, including individualized performance goals.

**Person or Persons Responsible**

Grade Nine and Ten English Teachers; Reading Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Completed data chats

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

Administrative data chats with teachers; Review of data chat process within the classroom; Classroom walkthroughs

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Administrative data chats schedule; Classroom walkthrough logs

**Plan to Monitor Effectiveness of G1.B8.S1**

Review of Interim Assessment data; Review of FAIR data

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Interim Assessment data; FAIR data

**G2.** The percentage of students who demonstrated College Readiness in Reading in 2012-13 is 67%. The goal for the 2013-14 school year is 70%.

**G2.B1** Students have limited opportunities to engage in college readiness preparedness activities, as noted by 67% of students demonstrating College Readiness in Reading. The goal is for 70% of students to demonstrate College Readiness in Reading.

**G2.B1.S1** Host free weekend practice test sessions at the school site that offer students with practice SAT and ACT tests, and provides individualized analyses of strengths and weakness.

**Action Step 1**

Coordinate and host free, weekend practice test sessions at the school site

**Person or Persons Responsible**

Test Chairperson

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Free, weekend practice test sessions

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

Monitor hosting of free, weekend practice test sessions

**Person or Persons Responsible**

Assistant Principal for Curriculum

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Free, weekend practice test sessions

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

Review student participation counts

### Person or Persons Responsible

Assistant Principal for Curriculum

### Target Dates or Schedule

Annually

### Evidence of Completion

Student participation

**G2.B1.S2** Offer students free practice materials in a centralized location that they can freely access and utilize.

### Action Step 1

Create and maintain a centralized location with all college readiness practice materials and testing information.

### Person or Persons Responsible

Test Chairperson

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Availability of a practice testing materials and information location

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

Review of practice testing materials and information location

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Practice testing materials and information location

## Plan to Monitor Effectiveness of G2.B1.S2

Review of practice testing materials and information location

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Practice testing materials and information location

**G3.** The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.

**G3.B1** Students demonstrate difficulty with providing appropriate and varied levels of support within the writing context, as noted by 73% of students scoring at 3.5 or above on the 2013 administration of the FCAT in Writing. The goal is for 76% of students to score at 3.5 or above on the 2014 administration of the FCAT in Writing.

**G3.B1.S1** Progress monitor students' persuasive and expository writing skills to provide targeted instruction on support.

### Action Step 1

Administer the writing pre-test and post-test, using Measurement Inc. to assess students' persuasive writing skills, and develop appropriate instruction focusing on the area of support.

### Person or Persons Responsible

Teachers of Grade Ten English

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data from the pretest and the post-test from Measurement Inc.

### **Action Step 2**

Administer the writing pre-test and post-test, using teacher scoring of expository essays, to develop appropriate instruction, focusing on the area of organization.

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

Teachers of Grade Ten English

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

Quarterly

#### **Evidence of Completion**

Teacher-generated data from the pretest and the post-test

#### **Facilitator:**

Grade Ten Team Leader; English Department Chairperson

#### **Participants:**

Teachers of Grade Ten English

### **Action Step 3**

Enroll students struggling with the writing process in an intensive writing course to develop their writing skills.

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

English Chairperson; Assistant Principal for Curriculum

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

Annually

#### **Evidence of Completion**

Master Schedule

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

Review of lesson plans and student work samples

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

LLT

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

Quarterly

#### **Evidence of Completion**

Lesson plans and student work samples

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

Review of pre-test and post-test data; student work samples

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

LLT

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

Quarterly

#### **Evidence of Completion**

Teacher-generated pre-test and post-test data; Pre-test and post-test data from Measurement Inc.



**G4.** The percentage of students demonstrating learning gains in 2012-13 on the Algebra 1 EOC and the Geometry EOC is 71%. The goal for the 2013-14 school year is for 74% of students to demonstrate a learning gain on the Algebra 1 EOC and Geometry EOC.

**G4.B1** The area of deficiency as noted on the 2013 administration of the EOC assessments for students failing to make a learning gain was Reporting Category 2- Polynomials, on the Algebra 1 EOC Assessment and Reporting Category Reporting Category 3- Trigonometry and Discrete Mathematics, on the Geometry EOC Assessment.

**G4.B1.S1** Offer additional opportunities for students to increase their mathematical skills.

**Action Step 1**

Develop and implement instructional activities that provide students additional opportunities to increase their skills with Reporting Category 2- Polynomials, for the Algebra 1 EOC Assessment and Reporting Category Reporting Category 3- Trigonometry and Discrete Mathematics, for the Geometry EOC Assessment, during Saturday tutorial sessions.

**Person or Persons Responsible**

Mathematics Teachers; Mathematics Chairperson

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans; Student work samples; Student sign-in sheets at Saturday tutorial sessions

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

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

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G4.B2** The area of deficiency as noted on the 2013 administration of the EOC assessments for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 2- Polynomials, on the Algebra 1 EOC Assessment and Reporting Category Reporting Category 3- Trigonometry and Discrete Mathematics, on the Geometry EOC Assessment.

**G4.B2.S1** Utilize student learning teams to develop student's problem solving capacity.

### Action Step 1

Assign students to classroom learning teams to build problem solving capacity when working on problems related to Reporting Category 2- Polynomials, for the Algebra 1 EOC Assessment, and Reporting Category 3- Trigonometry and Discrete Mathematics, for the Geometry EOC Assessment.

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

Lesson plans; Assignment of student learning teams

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

Review of lesson plans and student work samples; Assignment of student learning teams

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

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

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

Quarterly

#### **Evidence of Completion**

Lesson plans and student work samples; Assignment of student learning teams

### **Plan to Monitor Effectiveness of G4.B2.S1**

Review of Interim Assessment data

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

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

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

Quarterly

#### **Evidence of Completion**

Interim Assessment data

**G4.B3** The area of deficiency as noted on the District Baseline EOC Assessment for Algebra 1 for students in the SWD subgroup was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics, with 0% of students demonstrating proficiency. The area of deficiency as noted on the District Baseline EOC Assessment for Geometry for students in the SWD subgroup was Reporting Category 1- Two-Dimensional Geometry, with 0% of students demonstrating proficiency.

**G4.B3.S1** Utilize the Cognitive Tutor program to increase students' skills in the area of Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics for students enrolled in Algebra 1 and in the area of Reporting Category 1- Two-Dimensional Geometry for students enrolled in Geometry.

**Action Step 1**

Create and implement a schedule for computer lab usage to facilitate student usage of Cognitive Tutor two times per week.

**Person or Persons Responsible**

Mathematics Teachers; Mathematics Chairperson

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Cognitive Tutor usage logs; Computer lab schedule

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

Review of lesson plans; Review of Cognitive Tutor usage; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Cognitive Tutor usage logs; Classroom walkthrough logs

## Plan to Monitor Effectiveness of G4.B3.S1

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G5.** The percentage of students who demonstrated College Readiness in Mathematics in 2012-13 is 63%. The goal for the 2013-14 school year is 67%.

**G5.B1** Students have limited access to practice sessions and instruction to prepare for college readiness assessments, as noted by 63% of students demonstrating College Readiness in Mathematics. The goal is for 67% of students to demonstrate College Readiness in Mathematics.

**G5.B1.S1** Infuse mathematics college-readiness standards into daily mathematics instruction.

### Action Step 1

Develop and implement daily bell-ringer activities focused on college readiness mathematics standards.

### Person or Persons Responsible

Mathematics Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson plans; Student work samples

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

Review of lesson plans

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans

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

Review of student work samples and classroom grades

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work samples; Classroom grades

**G5.B1.S2** Host free weekend practice test sessions at the school site that offer students with practice SAT and ACT tests, and provides individualized analyses of strengths and weakness.

**Action Step 1**

Coordinate and host free, weekend practice test sessions at the school site

**Person or Persons Responsible**

Test Chairperson

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Free, weekend practice test sessions

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

Monitor hosting of free, weekend practice test sessions

**Person or Persons Responsible**

Assistant Principal for Curriculum

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Free, weekend practice test sessions

### Plan to Monitor Effectiveness of G5.B1.S2

Review student participation counts

**Person or Persons Responsible**

Assistant Principal for Curriculum

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Student participation

**G6.** The percentage of students who scored at or above Achievement Level 3 on the Algebra 1 EOC in 2012-13 is 46%. The goal for the 2013-14 school year is 51% on the Algebra 1 EOC.

**G6.B1** The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Level 3 was Reporting Category 2- Polynomials, with 2% of students demonstrating proficiency.

**G6.B1.S1** Utilize daily bell ringer activities to increase students' skills in Reporting Category 2- Polynomials and to address the Common Core State Standards.

### **Action Step 1**

Develop and implement a learning log during classroom instruction to provide students practice with the Common Core State Standards.

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

Algebra 1 and Intensive Math Teachers

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

Weekly

#### **Evidence of Completion**

Entries in the learning log

#### **Facilitator:**

Tandy Caraway; District Curriculum Support

#### **Participants:**

Algebra 1 and Intensive Math Teachers

### **Action Step 2**

Develop and implement a daily bell ringer activity during classroom instruction to provide students with increased practice with polynomials.

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

Algebra 1 and Intensive Mathematics Teachers

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

Daily

#### **Evidence of Completion**

Daily bell ringer activities



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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

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

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

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

Quarterly

#### **Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

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

Review of Interim Assessment data

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

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

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

Quarterly

#### **Evidence of Completion**

Interim Assessment data

**G6.B2** The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Levels 4 and 5 was Reporting Category 1- Functions, Linear Equations, and Inequalities, with 0% of students demonstrating proficiency.

**G6.B2.S1** Assign students to classroom learning teams to build problem solving capacity when working on problems related to Reporting Category 1- Functions, Linear Equations, and Inequalities, and to transition to the Common Core State Standards.

**Action Step 1**

Develop and implement instructional activities that require students to work collaboratively to solve problems.

**Person or Persons Responsible**

Algebra 1 Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples

**Facilitator:**

Tandy Caraway

**Participants:**

Algebra 1 Teachers

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

## Plan to Monitor Effectiveness of G6.B2.S1

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G7.** The percentage of students who scored at or above Achievement Level 3 on the Geometry EOC in 2012-13 is 62%. The goal for the 2013-14 school year is 65% on the Geometry EOC.

**G7.B1** The area of deficiency as noted on the 2013 administration of the Geometry EOC Examination for students scoring at Level 3 was Reporting Category 2- Trigonometry and Discrete Mathematics

**G7.B1.S1** Utilize daily bell ringer activities to increase students' skills in Reporting Category 2- Trigonometry and Discrete Mathematics, and to address the Common Core State Standards.

### Action Step 1

Develop and implement learning logs to provide students with increased practice with the Common Core State Standards.

### Person or Persons Responsible

Geometry and Intensive Math Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student learning logs

## Action Step 2

Develop and implement a daily bell ringer activity during classroom instruction to provide students with increased practice with trigonometry and discrete mathematics.

### Person or Persons Responsible

Geometry and Intensive Mathematics Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Daily bell ringer activities

### Facilitator:

Tandy Caraway; District Curriculum Support

### Participants:

Geometry and Intensive Math Teachers

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lesson plans; Student work samples; Classroom walkthrough logs

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

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G7.B2** The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam for students scoring at Levels 4 and 5 was Reporting Category 1- Two-dimensional Geometry.

**G7.B2.S1** Assign students to classroom learning teams to build problem solving capacity when working on problems related to Reporting Category 1- Two-Dimensional Geometry and to transition to the Common Core State Standards.

**Action Step 1**

Develop and implement instructional activities that require students to work collaboratively to solve problems.

**Person or Persons Responsible**

Geometry Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans; Student work samples

**Facilitator:**

Tandy Caraway

**Participants:**

Geometry Teachers

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

**Person or Persons Responsible**

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

## Plan to Monitor Effectiveness of G7.B2.S1

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Mathematics Chairperson; Assistant Principal for Mathematics

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G8.** The percentage of students who scored at or above Achievement Level 3 on the Biology EOC examination in 2012-13 is 60%. The goal for the 2013-14 school year is 64%.

**G8.B1** The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at Level 3 was Reporting Category 2- Molecular and Cellular Biology.

**G8.B1.S1** Utilize the Discovery Learning program to increase students' skills in Reporting Category 2- Molecular and Cellular Biology.

### Action Step 1

Coordinate usage of the Discovery Learning Program with all students enrolled in Biology.

### Person or Persons Responsible

Science Chairperson

### Target Dates or Schedule

Weekly

### Evidence of Completion

Discovery Learning usage logs

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

Review Discovery Learning usage logs

#### Person or Persons Responsible

MTSS Team; Science Chairperson; Assistant Principal for Science

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Discovery Learning usage logs

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

Review of Interim Assessment data

#### Person or Persons Responsible

MTSS Team; Science Chairperson; Assistant Principal for Science

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Interim Assessment data

**G8.B2** The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at or above Levels 4 and 5 was Reporting Category 2- Molecular and Cellular Biology.

**G8.B2.S1** Increase the use of hands-on and cooperative learning activities as outlined by the Common Core State Standards, to enhance students' skills in Reporting Category 2- Molecular and Cellular Biology.

#### Action Step 1

Develop and implement instructional activities that include hands-on and/or cooperative learning groups and address the Common Core State Standards.

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans; Student work samples

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

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

MTSS Team; Science Chairperson; Assistant Principal for Science

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

Quarterly

#### **Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

### **Plan to Monitor Effectiveness of G8.B2.S1**

Review of Interim Assessment data

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

MTSS Team; Science Chairperson; Assistant Principal for Science

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

Quarterly

#### **Evidence of Completion**

Interim Assessment data



**G9.** The percentage of students participating in STEM-related experiences and courses in the 2012-13 school year is 72%. The goal for the 2013-14 school year is 74%.

**G9.B1** Participation in STEM-related activities is limited by a lack of interest amongst students in enrichment activities in STEM-related areas, as demonstrated by 72% of students participating. The goal is for 74% of students to participate in STEM-related activities.

**G9.B1.S1** Expose students to experiential hands-on STEM-related experiences in required mathematics and science courses to increase student motivation towards STEM-related activities and studies.

**Action Step 1**

Conduct experiential, in-class, hands-on, STEM-related instructional activities to motivate students towards STEM-related activities and studies.

**Person or Persons Responsible**

Mathematics Teachers; Science Teachers; CTE Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples

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

Review implementation of in-class, hands-on, STEM-related instructional activities

**Person or Persons Responsible**

Mathematics Chairperson; Science Chairperson; Electives Chairperson; Assistant Principals

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

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

Observation of in-class, hands-on, STEM-related instructional activities

### Person or Persons Responsible

Mathematics Chairperson; Science Chairperson; Electives Chairperson; Assistant Principals

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Classroom walkthrough logs

**G9.B2** Students exhibit anxiety regarding their preparedness for enrolling in and successful completion of accelerated STEM and AP mathematics and science courses, as demonstrated by 7% of students participating. The goal is for 9% of students to enroll in accelerated STEM and AP mathematics and science courses.

**G9.B2.S1** Ensure students have the necessary pre-requisite skills to be successful in AP courses to alleviate anxiety regarding advanced mathematics and science instruction.

### Action Step 1

Develop and implement instructional activities that use project-based learning activities to enrich students' mathematics, science, and technology experiences.

### Person or Persons Responsible

Mathematics Teachers; Science Teachers

### Target Dates or Schedule

Annually

### Evidence of Completion

Participation in David Fairchild Challenge and Science Fair

### Facilitator:

Dr. Michael McGraw

### Participants:

Mathematics Teachers; Science Teachers

## Action Step 2

Increase student participation in the David Fairchild Challenge and Science Fair.

### Person or Persons Responsible

Mathematics Chairperson; Science Chairperson; Assistant Principals

### Target Dates or Schedule

Annually

### Evidence of Completion

David Fairchild Challenge and Science Fair projects

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

Review of lesson plans and student work samples; Submission of David Fairchild Challenge and Science Fair projects

### Person or Persons Responsible

Mathematics Chairperson; Science Chairperson; Assistant Principals

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lesson plans; Student work samples; David Fairchild Challenge and Science Fair projects; Classroom walkthrough logs

## Plan to Monitor Effectiveness of G9.B2.S1

Number of David Fairchild Challenge and Science Fair projects; Participation in STEM-related experiences; Future enrollment in STEM-related courses

### Person or Persons Responsible

Mathematics Chairperson; Science Chairperson; Assistant Principals

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Number of David Fairchild Challenge and Science Fair projects; Participation counts in STEM-related experiences; Enrollment in STEM-related courses

**G9.B3** Only 27 students are CTE-STEM program concentrators, allowing them to take and pass CTE-STEM industry certification examinations. The goal is for 30 students to become CTE-STEM program concentrators.

**G9.B3.S1** Market CTE-STEM program concentration during the articulation process to increase student enrollment.

**Action Step 1**

Market the benefits of being a CTE-STEM program concentrator and the benefits of taking and passing CTE-STEM industry certification examinations during the articulation process.

**Person or Persons Responsible**

CTE-STEM teachers; Student services staff

**Target Dates or Schedule**

January, 2014 - April, 2014

**Evidence of Completion**

Marketing materials; Future enrollment in CTE- STEM courses

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

Review marketing materials for CTE-STEM; Coordinate inclusion of CTE-STEM during the articulation process

**Person or Persons Responsible**

Assistant Principal for electives; Assistant Principal for Curriculum

**Target Dates or Schedule**

January, 2014 - April, 2014

**Evidence of Completion**

Marketing materials; Articulation documents

## Plan to Monitor Effectiveness of G9.B3.S1

Review future enrollment in accelerated CTE-STEM courses

### Person or Persons Responsible

Assistant Principal for Electives; Assistant Principal for Curriculum

### Target Dates or Schedule

January, 2014 - April, 2014

### Evidence of Completion

Enrollment I accelerated CTE-STEM courses

**G10.** The percentage of students participating in CTE courses in the 2012-13 school year is 9%. The goal for the 2013-14 school year is 10%.

**G10.B1** A limited number of students are choosing to enroll in CTE electives and take CTE industry certification exams, as demonstrated by 9% of students enrolling in CTE courses. The goal is for 10% of students to enroll CTE courses.

**G10.B1.S1** Increase student motivation for re-enrolling in CTE courses beyond the first year.

### Action Step 1

Open "The Cougar Café" to provide formal lunch service during the school day, a real-world learning experience.

### Person or Persons Responsible

CTE Teacher

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lunch service provided in "The Cougar Café"

**Action Step 2**

Conduct an in-class hands-on activity to motivate students regarding enrollment in CTE courses beyond the first year.

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans; Student work samples

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

**Person or Persons Responsible**

Assistant Principal for CTE

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

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

Review of student work samples; Observation of hands-on activities

**Person or Persons Responsible**

Assistant Principal for CTE

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work samples; Classroom walkthrough logs

**G10.B2** Students exhibit anxiety regarding their preparedness for enrolling in accelerated CTE courses and becoming program concentrators, as demonstrated by 4% of students enrolling in accelerated CTE courses. The goal is for 5% of students to enroll in accelerated CTE courses.

**G10.B2.S1** Alleviate anxiety regarding preparedness for enrolling in advanced CTE courses.

**Action Step 1**

Develop and implement lessons in first year CTE courses that model activities typically completed by program concentrators to alleviate anxiety regarding preparedness for enrolling in advanced CTE courses.

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

**Person or Persons Responsible**

Assistant Principal for CTE

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples; Classroom walkthrough logs

**Plan to Monitor Effectiveness of G10.B2.S1**

Review of student work samples; Observation of activities

**Person or Persons Responsible**

Assistant Principal for CTE

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student work samples; Classroom walkthrough logs

**G10.B3** Only two teachers holding industry certification are available at the school site. The goal is to increase the number of teachers holding industry certification to three.

**G10.B3.S1** Offer teachers professional development time to become certified in fields leading to industry certification opportunities for students.

**Action Step 1**

Offer teachers professional development time to become certified in fields leading to industry certification opportunities for students.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

As available

**Evidence of Completion**

Emails with professional development opportunities

**Facilitator:**

District Curriculum Support

**Participants:**

Self-identified teachers

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

Review emails of professional development opportunities; Staff participation in professional development

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

As available

**Evidence of Completion**

Emails of professional development opportunities; Staff participation in professional development



## Plan to Monitor Effectiveness of G10.B3.S1

Review emails of professional development opportunities; Staff participation in professional development

### Person or Persons Responsible

Principal

### Target Dates or Schedule

As available

### Evidence of Completion

Emails of professional development opportunities; Staff participation in professional development

**G11.** The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.

**G11.B1** The area of deficiency as noted on the 2013 administration of the US History EOC Baseline Examination was Reporting Category 2- Global Military, Political, and Economic Challenges.

**G11.B1.S1** Increase student comprehension of Global Military, Political, and Economic Challenges.

### Action Step 1

Use visual stimulants at least two times per week in classroom instruction.

### Person or Persons Responsible

Teachers of US History

### Target Dates or Schedule

Two times per week

### Evidence of Completion

Lesson plans; Student work samples

## Action Step 2

Develop and implement lessons that target standards on reading strategies and the interpretation of graphs and charts, to increase comprehension of Global Military, Political, and Economic Challenges.

### Person or Persons Responsible

Teachers of US History

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans; Student work samples

### Facilitator:

Jean Hansen; District Curriculum Support

### Participants:

Teachers of US History

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

Review of lesson plans and student work samples; Conduct classroom walkthroughs

### Person or Persons Responsible

MTSS Team; Social Studies Chairperson; Assistant Principal for Curriculum

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lesson plans; Student work samples; Classroom walkthrough logs

## Plan to Monitor Effectiveness of G11.B1.S1

Review of Interim Assessment data

### Person or Persons Responsible

MTSS Team; Social Studies Chairperson; Assistant Principal for Curriculum

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Interim Assessment data

**G12.** Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress.

**G12.B1** Students who miss 10% or more days of school, or Grade Nine students with absences within the first 20 days of school, have demonstrated health-related, emotionally-related, or other contributory factors that limit their school attendance on a regular basis, as demonstrated by 14% of students missing ten percent or more of available instructional time. The goal is to reduce the percentage of students missing available instructional time to 13%.

**G12.B1.S1** Offer intervention services to students who are developing a pattern of non-attendance, including the use of Connect-Ed messages to inform parents about their child's daily school attendance.

**Action Step 1**

Identify students who miss 10% or more days of school and Grade Nine students with absences within the first 20 days of school to provide intervention services.

**Person or Persons Responsible**

Teachers; Student Services Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports; Referral forms; Logs of identified students and conferences

**Facilitator:**

Courtney Collier

**Participants:**

Teachers; Student Services Staff; MTSS Team; Administrative Team

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

Review identification and intervention logs of students displaying negative early warning indicators in the area of attendance

**Person or Persons Responsible**

Student Services Chairperson; MTSS Team; Assistant Principal for Attendance

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Monitoring reports; intervention logs; Referral forms

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

Review of attendance rate data

**Person or Persons Responsible**

MTSS Team; Assistant Principal for Attendance

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Attendance data

**G12.B2** Students in Grade Nine who fail two or more courses, are not promoted to Grade Ten on time, or with a GPA less than 2.0, become unmotivated regarding successful school completion and on-time graduation, as demonstrated by 20% of students with a GPA of less than 2.0. The goal is to reduce the percentage of students with a GPA of less than 2.0 to 19%.

**G12.B2.S1** Inform parents regarding strategies to assist their students academically.

**Action Step 1**

Inform parents regarding strategies for improving their grades.

**Person or Persons Responsible**

Student Services Staff; MTSS Team; Assistant Principal for Curriculum

**Target Dates or Schedule**

November, 2013

**Evidence of Completion**

Identified students; Hosting of specialized parent night

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

Review identification of students; Monitor hosting of specialized parent night

**Person or Persons Responsible**

MTSS Team; Principal

**Target Dates or Schedule**

November, 2013

**Evidence of Completion**

Identified students; Hosting of specialized parent night

## Plan to Monitor Effectiveness of G12.B2.S1

Review attendance at specialized parent night for identified students

### Person or Persons Responsible

MTSS Team; Principal

### Target Dates or Schedule

November, 2013

### Evidence of Completion

Attendance log

**G12.B3** Students with behavioral issues may demonstrate an inability to effectively resolve personal/ social/ emotional and/or interpersonal conflicts., as demonstrated by 20% of students receiving two or more behavior referrals. The goal is for 19% of students to receive two or more behavior referrals.

**G12.B3.S1** Align the school wide discipline plan with the Student Code of Conduct.

### Action Step 1

Develop and implement a school wide discipline plan that is in alignment with the Student Code of conduct.

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule

Annually

### Evidence of Completion

Development of a school wide discipline plan

### Facilitator:

Thomas Ennis

### Participants:

Administrative Team; All Teachers

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

Review implementation of the school wide discipline plan

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Referral reports

### **Plan to Monitor Effectiveness of G12.B3.S1**

Review of referral data

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Referral data

**G13.** The graduation rate in the 2012-13 school year is 87%. The goal is to maintain the graduation rate at 87% in the 2013-14 school year.

**G13.B1** Students at-risk of dropping out are not accessing alternative options for course credit recovery and completion because they are unmotivated and/or unaware of their options for ensuring on-time graduation, as evidenced by 2% of students dropping out.

**G13.B1.S1** Inform students in danger of failing core academic courses regarding course credit recovery options.

**Action Step 1**

Identify and conference with students in danger of failing core academic courses

**Person or Persons Responsible**

Student Services Staff; School Social Worker; School Psychologist

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student reports; Log of identified students; Log of student conferences

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

Review log of identified students and conference logs

**Person or Persons Responsible**

Student Services Chairperson; MTSS Team; Assistant Principals

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student reports; Log of student conferences

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

Review of student grades data

### Person or Persons Responsible

Student Services Chairperson; MTSS Team; Assistant Principals

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Student grades data

**G14.** The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2012-13 school year is 71%. The goal is to achieve 76% in the 2013-14 school year.

**G14.B1** Positive perceptions regarding the overall school climate are limited due to lack of participation and information regarding school wide academic activities by parents, as demonstrated by 71% of parents responding positively regarding the overall school climate. The goal is for 76% of parents to respond positively regarding the overall school climate.

**G14.B1.S1** Increase communication via website postings and Connect-ED messages , to inform parents of school events.

### Action Step 1

Maintain school website updated with all school wide events and utilize the Connect-Ed Messaging system consistently regarding all school wide events.

### Person or Persons Responsible

Activities Director; Athletic Director; Lead Teacher; Assistant Principal for Curriculum

### Target Dates or Schedule

Monthly

### Evidence of Completion

Website postings; Connect-Ed log of messages



### **Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Review of school website and the Connect-Ed usage log

**Person or Persons Responsible**

Activities Director; Athletic Director; Lead Teacher; Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

School website and the Connect-Ed usage log

### **Plan to Monitor Effectiveness of G14.B1.S1**

Review of school website and the Connect-Ed usage log

**Person or Persons Responsible**

Activities Director; Athletic Director; Lead Teacher; Assistant Principals

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

School website and the Connect-Ed usage log

## Coordination and Integration

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

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

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading

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

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Nutrition Programs

- Qualified students are provided with free or reduced price lunch meals on a daily basis
- breakfast is provided free to all students on a daily basis
- during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and

EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

#### Adult Education

- Students are provided the opportunity to attend Adult Education courses in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation

#### Career and Technical Education

- Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

## 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 percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.

**G1.B1** For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 16% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Level 3 was Reporting Category 3- Literary Analysis, with only 42% of students demonstrating proficiency.

**G1.B1.S1** Provide increased instruction on Reporting Category 3- Literary Analysis.

### PD Opportunity 1

Utilize NGSS question task cards focused on Reporting Category 3- Literary Analysis, during classroom instructional activities.

#### Facilitator

Brigitte Wong-Green

#### Participants

Grade Nine and Ten Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans; Student work samples

## PD Opportunity 2

Develop question stems on quiz and test questions that utilize NGSSS question stems focused on Reporting Category 3.

### Facilitator

Brigitte Wong-Green

### Participants

Grade Nine and Ten teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Lesson plans; Student work samples

**G1.B2** For students in grade nine, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 3- Literary Analysis, with only 26% of students demonstrating proficiency. For students in grade ten, the area of deficiency as noted on the District Baseline Assessment in Reading for students scoring at Levels 4 and 5 was Reporting Category 4- Informational Text and Research Process, with only 52% of students demonstrating proficiency.

**G1.B2.S1** Increase cooperative learning activities that involve real-world research activities and aligns instruction with the Common Core State Standards.

## PD Opportunity 1

Infuse instruction aligned to the Common Core State Standards.

### Facilitator

Brigitte Wong-Green; District Curriculum Support

### Participants

Grade Nine and Ten Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Lesson plans; Student work samples

## PD Opportunity 2

Develop and implement cooperative learning activities that involve real-world activities that require the reading and comprehension of higher-level non-fiction reading text.

### Facilitator

Brigitte Wong-Green

### Participants

Grade Nine and Ten English Teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Lesson plans; Collaborative team planning sign-in rosters; Student work samples

**G1.B3** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students failing to make a learning gain was Reporting Category 1- Vocabulary.

**G1.B3.S1** Provide practice deriving word meanings and relationships, addressing the NGSSS and the Common Core State Standards.

## PD Opportunity 1

Utilize vocabulary books to provide practice in deriving word meanings and word relationships from context, including figurative and connotative meanings and the impact of word choice.

### Facilitator

Brigitte Wong-Green; District Curriculum Support

### Participants

Grade Nine and Ten Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work in vocabulary books

**G1.B4** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 4- Informational Text and Research Process.

**G1.B4.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

### **PD Opportunity 1**

Develop and implement instructional activities that use Reciprocal Teaching techniques to provide students opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

#### **Facilitator**

Brigitte Wong-Green

#### **Participants**

Grade Nine and Ten Teachers; Reading Teachers

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

Weekly

#### **Evidence of Completion**

Lesson plans; Student work samples

**G3.** The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.

**G3.B1** Students demonstrate difficulty with providing appropriate and varied levels of support within the writing context, as noted by 73% of students scoring at 3.5 or above on the 2013 administration of the FCAT in Writing. The goal is for 76% of students to score at 3.5 or above on the 2014 administration of the FCAT in Writing.

**G3.B1.S1** Progress monitor students' persuasive and expository writing skills to provide targeted instruction on support.

### **PD Opportunity 1**

Administer the writing pre-test and post-test, using teacher scoring of expository essays, to develop appropriate instruction, focusing on the area of organization.

#### **Facilitator**

Grade Ten Team Leader; English Department Chairperson

#### **Participants**

Teachers of Grade Ten English

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

Quarterly

#### **Evidence of Completion**

Teacher-generated data from the pretest and the post-test



**G6.** The percentage of students who scored at or above Achievement Level 3 on the Algebra 1 EOC in 2012-13 is 46%. The goal for the 2013-14 school year is 51% on the Algebra 1 EOC.

**G6.B1** The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Level 3 was Reporting Category 2- Polynomials, with 2% of students demonstrating proficiency.

**G6.B1.S1** Utilize daily bell ringer activities to increase students' skills in Reporting Category 2- Polynomials and to address the Common Core State Standards.

### **PD Opportunity 1**

Develop and implement a learning log during classroom instruction to provide students practice with the Common Core State Standards.

#### **Facilitator**

Tandy Caraway; District Curriculum Support

#### **Participants**

Algebra 1 and Intensive Math Teachers

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

Weekly

#### **Evidence of Completion**

Entries in the learning log

**G6.B2** The area of deficiency as noted on the District Baseline EOC Assessment in Algebra 1 for students scoring at Levels 4 and 5 was Reporting Category 1- Functions, Linear Equations, and Inequalities, with 0% of students demonstrating proficiency.

**G6.B2.S1** Assign students to classroom learning teams to build problem solving capacity when working on problems related to Reporting Category 1- Functions, Linear Equations, and Inequalities, and to transition to the Common Core State Standards.

**PD Opportunity 1**

Develop and implement instructional activities that require students to work collaboratively to solve problems.

**Facilitator**

Tandy Caraway

**Participants**

Algebra 1 Teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson plans; Student work samples

**G7.** The percentage of students who scored at or above Achievement Level 3 on the Geometry EOC in 2012-13 is 62%. The goal for the 2013-14 school year is 65% on the Geometry EOC.

**G7.B1** The area of deficiency as noted on the 2013 administration of the Geometry EOC Examination for students scoring at Level 3 was Reporting Category 2- Trigonometry and Discrete Mathematics

**G7.B1.S1** Utilize daily bell ringer activities to increase students' skills in Reporting Category 2- Trigonometry and Discrete Mathematics, and to address the Common Core State Standards.

### **PD Opportunity 1**

Develop and implement a daily bell ringer activity during classroom instruction to provide students with increased practice with trigonometry and discrete mathematics.

#### **Facilitator**

Tandy Caraway; District Curriculum Support

#### **Participants**

Geometry and Intensive Math Teachers

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

Daily

#### **Evidence of Completion**

Daily bell ringer activities

**G7.B2** The area of deficiency as noted on the 2013 administration of the Geometry EOC Exam for students scoring at Levels 4 and 5 was Reporting Category 1- Two-dimensional Geometry.

**G7.B2.S1** Assign students to classroom learning teams to build problem solving capacity when working on problems related to Reporting Category 1- Two-Dimensional Geometry and to transition to the Common Core State Standards.

**PD Opportunity 1**

Develop and implement instructional activities that require students to work collaboratively to solve problems.

**Facilitator**

Tandy Caraway

**Participants**

Geometry Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans; Student work samples

**G9.** The percentage of students participating in STEM-related experiences and courses in the 2012-13 school year is 72%. The goal for the 2013-14 school year is 74%.

**G9.B2** Students exhibit anxiety regarding their preparedness for enrolling in and successful completion of accelerated STEM and AP mathematics and science courses, as demonstrated by 7% of students participating. The goal is for 9% of students to enroll in accelerated STEM and AP mathematics and science courses.

**G9.B2.S1** Ensure students have the necessary pre-requisite skills to be successful in AP courses to alleviate anxiety regarding advanced mathematics and science instruction.

### **PD Opportunity 1**

Develop and implement instructional activities that use project-based learning activities to enrich students' mathematics, science, and technology experiences.

#### **Facilitator**

Dr. Michael McGraw

#### **Participants**

Mathematics Teachers; Science Teachers

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

Annually

#### **Evidence of Completion**

Participation in David Fairchild Challenge and Science Fair

**G10.** The percentage of students participating in CTE courses in the 2012-13 school year is 9%. The goal for the 2013-14 school year is 10%.

**G10.B3** Only two teachers holding industry certification are available at the school site. The goal is to increase the number of teachers holding industry certification to three.

**G10.B3.S1** Offer teachers professional development time to become certified in fields leading to industry certification opportunities for students.

### **PD Opportunity 1**

Offer teachers professional development time to become certified in fields leading to industry certification opportunities for students.

#### **Facilitator**

District Curriculum Support

#### **Participants**

Self-identified teachers

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

As available

#### **Evidence of Completion**

Emails with professional development opportunities

**G11.** The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.

**G11.B1** The area of deficiency as noted on the 2013 administration of the US History EOC Baseline Examination was Reporting Category 2- Global Military, Political, and Economic Challenges.

**G11.B1.S1** Increase student comprehension of Global Military, Political, and Economic Challenges.

### **PD Opportunity 1**

Develop and implement lessons that target standards on reading strategies and the interpretation of graphs and charts, to increase comprehension of Global Military, Political, and Economic Challenges.

#### **Facilitator**

Jean Hansen; District Curriculum Support

#### **Participants**

Teachers of US History

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

Weekly

#### **Evidence of Completion**

Lesson plans; Student work samples

**G12.** Reduce the percentage of students exhibiting negative early warning indicators in the areas of attendance, behavior, and/or academic progress.

**G12.B1** Students who miss 10% or more days of school, or Grade Nine students with absences within the first 20 days of school, have demonstrated health-related, emotionally-related, or other contributory factors that limit their school attendance on a regular basis, as demonstrated by 14% of students missing ten percent or more of available instructional time. The goal is to reduce the percentage of students missing available instructional time to 13%.

**G12.B1.S1** Offer intervention services to students who are developing a pattern of non-attendance, including the use of Connect-Ed messages to inform parents about their child's daily school attendance.

### **PD Opportunity 1**

Identify students who miss 10% or more days of school and Grade Nine students with absences within the first 20 days of school to provide intervention services.

#### **Facilitator**

Courtney Collier

#### **Participants**

Teachers; Student Services Staff; MTSS Team; Administrative Team

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

Monthly

#### **Evidence of Completion**

Attendance reports; Referral forms; Logs of identified students and conferences



**G12.B3** Students with behavioral issues may demonstrate an inability to effectively resolve personal/ social/ emotional and/or interpersonal conflicts., as demonstrated by 20% of students receiving two or more behavior referrals. The goal is for 19% of students to receive two or more behavior referrals.

**G12.B3.S1** Align the school wide discipline plan with the Student Code of Conduct.

**PD Opportunity 1**

Develop and implement a school wide discipline plan that is in alignment with the Student Code of conduct.

**Facilitator**

Thomas Ennis

**Participants**

Administrative Team; All Teachers

**Target Dates or Schedule**

Annually

**Evidence of Completion**

Development of a school wide discipline plan

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.	\$2,000
G3.	The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.	\$110,000
G4.	The percentage of students demonstrating learning gains in 2012-13 on the Algebra 1 EOC and the Geometry EOC is 71%. The goal for the 2013-14 school year is for 74% of students to demonstrate a learning gain on the Algebra 1 EOC and Geometry EOC.	\$4
G5.	The percentage of students who demonstrated College Readiness in Mathematics in 2012-13 is 63%. The goal for the 2013-14 school year is 67%.	\$2,000
G8.	The percentage of students who scored at or above Achievement Level 3 on the Biology EOC examination in 2012-13 is 60%. The goal for the 2013-14 school year is 64%.	\$10,000
G11.	The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.	\$2,000
G14.	The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2012-13 school year is 71%. The goal is to achieve 76% in the 2013-14 school year.	\$4,000
<b>Total</b>		<b>\$130,004</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$8,000
School-based funds		\$122,004
Total		\$130,004

### Budget Details

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

**G1.** The percentage of students who scored at or above Achievement Level 3 on the FCAT 2.0 in Reading in 2012-13 is 54%. The goal for the 2013-14 school year is 63%.

**G1.B4** The area of deficiency as noted on the 2013 administration of the FCAT 2.0 in Reading for students scoring in the lowest 25% and failing to make a learning gain was Reporting Category 4- Informational Text and Research Process.

**G1.B4.S1** Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

### **Action Step 1**

Develop and implement instructional activities that use Reciprocal Teaching techniques to provide students opportunities to practice locating and verifying details, critically analyzing text, and synthesizing details to draw conclusions.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Teacher resources for in-class support of student learning

#### **Funding Source**

EESAC

#### **Amount Needed**

\$2,000

**G3.** The percentage of students who scored at or above a score of 3.5 on the FCAT in Writing in 2012-13 is 73%. The goal for the 2013-14 school year is 76%.

**G3.B1** Students demonstrate difficulty with providing appropriate and varied levels of support within the writing context, as noted by 73% of students scoring at 3.5 or above on the 2013 administration of the FCAT in Writing. The goal is for 76% of students to score at 3.5 or above on the 2014 administration of the FCAT in Writing.

**G3.B1.S1** Progress monitor students' persuasive and expository writing skills to provide targeted instruction on support.

### **Action Step 1**

Administer the writing pre-test and post-test, using Measurement Inc. to assess students' persuasive writing skills, and develop appropriate instruction focusing on the area of support.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Measurement, Inc.

#### **Funding Source**

School-based funds

#### **Amount Needed**

\$100,000

### **Action Step 2**

Administer the writing pre-test and post-test, using teacher scoring of expository essays, to develop appropriate instruction, focusing on the area of organization.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Measurement, Inc.

#### **Funding Source**

School-based funds

#### **Amount Needed**

\$10,000

**G4.** The percentage of students demonstrating learning gains in 2012-13 on the Algebra 1 EOC and the Geometry EOC is 71%. The goal for the 2013-14 school year is for 74% of students to demonstrate a learning gain on the Algebra 1 EOC and Geometry EOC.

**G4.B3** The area of deficiency as noted on the District Baseline EOC Assessment for Algebra 1 for students in the SWD subgroup was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics, with 0% of students demonstrating proficiency. The area of deficiency as noted on the District Baseline EOC Assessment for Geometry for students in the SWD subgroup was Reporting Category 1- Two-Dimensional Geometry, with 0% of students demonstrating proficiency.

**G4.B3.S1** Utilize the Cognitive Tutor program to increase students' skills in the area of Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics for students enrolled in Algebra 1 and in the area of Reporting Category 1- Two-Dimensional Geometry for students enrolled in Geometry.

### **Action Step 1**

Create and implement a schedule for computer lab usage to facilitate student usage of Cognitive Tutor two times per week.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Cognitive Tutor

#### **Funding Source**

School-based funds

#### **Amount Needed**

\$4

**G5.** The percentage of students who demonstrated College Readiness in Mathematics in 2012-13 is 63%. The goal for the 2013-14 school year is 67%.

**G5.B1** Students have limited access to practice sessions and instruction to prepare for college readiness assessments, as noted by 63% of students demonstrating College Readiness in Mathematics. The goal is for 67% of students to demonstrate College Readiness in Mathematics.

**G5.B1.S1** Infuse mathematics college-readiness standards into daily mathematics instruction.

**Action Step 1**

Develop and implement daily bell-ringer activities focused on college readiness mathematics standards.

**Resource Type**

Evidence-Based Program

**Resource**

Teacher resources for in-class support of student learning

**Funding Source**

EESAC

**Amount Needed**

\$2,000

**G8.** The percentage of students who scored at or above Achievement Level 3 on the Biology EOC examination in 2012-13 is 60%. The goal for the 2013-14 school year is 64%.

**G8.B1** The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at Level 3 was Reporting Category 2- Molecular and Cellular Biology.

**G8.B1.S1** Utilize the Discovery Learning program to increase students' skills in Reporting Category 2- Molecular and Cellular Biology.

**Action Step 1**

Coordinate usage of the Discovery Learning Program with all students enrolled in Biology.

**Resource Type**

Evidence-Based Program

**Resource**

Discovery Learning

**Funding Source**

School-based funds

**Amount Needed**

\$8,000

**G8.B2** The area of deficiency as noted on the 2013 administration of the Biology EOC examination for students scoring at or above Levels 4 and 5 was Reporting Category 2- Molecular and Cellular Biology.

**G8.B2.S1** Increase the use of hands-on and cooperative learning activities as outlined by the Common Core State Standards, to enhance students' skills in Reporting Category 2- Molecular and Cellular Biology.

**Action Step 1**

Develop and implement instructional activities that include hands-on and/or cooperative learning groups and address the Common Core State Standards.

**Resource Type**

Evidence-Based Program

**Resource**

Teacher resources for in-class support of student learning

**Funding Source**

EESAC

**Amount Needed**

\$2,000



**G11.** The percentage of students who scored in the middle or upper third on the U.S. History EOC baseline examination in 2012-13 is 48%. The goal for the 2013-14 school year is to achieve at least 50% of students scoring at or above Achievement Level 3.

**G11.B1** The area of deficiency as noted on the 2013 administration of the US History EOC Baseline Examination was Reporting Category 2- Global Military, Political, and Economic Challenges.

**G11.B1.S1** Increase student comprehension of Global Military, Political, and Economic Challenges.

**Action Step 1**

Use visual stimulants at least two times per week in classroom instruction.

**Resource Type**

Evidence-Based Program

**Resource**

Teacher resources for in-class support of student learning

**Funding Source**

EESAC

**Amount Needed**

\$2,000

**G14.** The percentage of parents demonstrating a positive perception regarding the overall school climate in the 2012-13 school year is 71%. The goal is to achieve 76% in the 2013-14 school year.

**G14.B1** Positive perceptions regarding the overall school climate are limited due to lack of participation and information regarding school wide academic activities by parents, as demonstrated by 71% of parents responding positively regarding the overall school climate. The goal is for 76% of parents to respond positively regarding the overall school climate.

**G14.B1.S1** Increase communication via website postings and Connect-ED messages , to inform parents of school events.

**Action Step 1**

Maintain school website updated with all school wide events and utilize the Connect-Ed Messaging system consistently regarding all school wide events.

**Resource Type**

Evidence-Based Program

**Resource**

School Website Development and Maintenance

**Funding Source**

School-based funds

**Amount Needed**

\$4,000