



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alternative Outreach Program

6300 NW 27TH AVE

Miami, FL 33147

305-694-4444

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

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Alternative Outreach Program

Principal

Claire Warren

School Advisory Council chair

Leonardo Cancio

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

Name	Title
Nadeshka Alonso	Reading Coach
Joey James	Reading Coach
Claire Warren	Principal
Tabitha Young	Assistant Principal
Carlos Won	Test Chair
Leonardo Cancio	EESAC Chair
Rolando Garrote	Department Head, Student Services
Nidia Perez de Ayllon	Department Head, ESOL
Fior Breslaw	Department Head, School Psychology
Vivienne Lopez-Perez	SPED Program Specialist
Daniel Wynne	SIP Specialist
Sabrina Waters	UTD Steward

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal -1, UTD Steward – 1, Teachers – 4, Parents – 3, Educational Support - 1, Student – 1, BCR – 6

Involvement of the SAC in the development of the SIP

The SAC shall be the sole body responsible for final decision making at the school relating to implementation of the state system of school improvement and accountability.

Activities of the SAC for the upcoming school year

Monthly meetings, SIP, Review school based budget

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

Awards and incentives for students - \$2,500

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Claire Warren

Principal

Years as Administrator: 20

Years at Current School: 2

Credentials

BS, Industrial Arts; MS, Industrial Arts; EdS, Computer Science; Certification: Technology Ed, Voc Ed Dir School Principal, Ed Leadership

Performance Record

2012-13 School Grade NG

Tabitha Young

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

BS, Elementary Education; MS, Urban Education; Certification: Elem Ed, Ed Leadership, ESOL Endorsement

Performance Record

2012-13 School Grade NG

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nadeshka Alonso

Full-time / School-based Years as Coach: 3 Years at Current School: 13

Areas Reading/Literacy

Credentials BS, SPED; MS, SPED
 Certification: SPED, ESOL, Reading Endorsed

Performance Record 2012-13 School Grade NG

Joey James

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Reading/Literacy

Credentials BS, Elementary Education; MS, Learning Disabilities; EdS,
 Education Administration
 Certification: Reading K-12, ESOL endorsed, Elem Ed 1-6, Educ
 Leadership

Performance Record 2012-13 School Grade NG

John Michael Brennan

Full-time / School-based Years as Coach: 5 Years at Current School: 6

Areas Science

Credentials BA, Physics; MA, Physics
 Certification: Physics, Chemistry, Biology 6-12, Administration
 7-12

Performance Record 2012-13 School Grade NG

Classroom Teachers

of classroom teachers

67

receiving effective rating or higher

67, 100%

Highly Qualified Teachers

22%

certified in-field

51, 76%

ESOL endorsed

29, 43%

reading endorsed

19, 28%

with advanced degrees

36, 54%

National Board Certified

0, 0%

first-year teachers

4, 6%

with 1-5 years of experience

2, 3%

with 6-14 years of experience

26, 39%

with 15 or more years of experience

34, 51%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

13

receiving effective rating or higher

13, 100%

Teacher Recruitment and Retention Strategies

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

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

1. Conduct regular meetings for new teachers with Principal/Department Chairpersons.
 2. Partner new teachers with veteran staff.
 3. Provide professional development opportunities for teachers to increase teacher effectiveness.
- Person Responsible Claire Warren, Principal

Teacher Mentoring Program/Plan

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

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

1. Conduct regular meetings for new teachers with Principal/Department Chairpersons.
 2. Partner new teachers with veteran staff.
 3. Provide a system of modeling and observation.
 4. Provide professional development opportunities for teachers to increase teacher effectiveness.
- Person Responsible Claire Warren, Principal

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 Educational Alternative Outreach Program's Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis of district baseline, district interim, and statewide FCAT and EOC assessments. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through the Instructional Performance Evaluation and Growth System (IPEGS). The Leadership Team will provide levels of support and interventions to students as well as training on the School Improvement Plan for all staff. Staff development will be informed by administrator assessments and Individual Professional Development Plans.

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

Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction

Assistant Principal - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction

Psychologist - Liaison to Student Services Department, training related to student services resources, and individual determinations of student need

Reading Coaches - Address reading issues in MTSS and SIP, SAC Secretary

Science Coach - Address math and science issues in MTSS and SIP

SPED Program Specialist - Incorporate SPED resources in the development of MTSS and SIP functions

SIP Specialist - SIP oversight and development, MTSS staff development and training schedules, incorporation of district resources, and instructional direction

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

A team problem-solving process is used in developing and implementing the MTSS and SIP. The Educational Alternative Outreach Program's Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team monitors the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students as well as training on the School Improvement Plan for all staff.

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

EAOP utilizes FAIR data, Baseline and Interim data, E2020 data, Reading Plus data, and other relevant data points. Due to the nature of EAOP, student data must be aggregated from the various centers for state data and disaggregated from Edusoft and Baseline/Interim data to individual sites identified by teacher. Each of the various centers has a revolving student population, based on the mission of the agency and population served.

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

Ensure the leadership team solicits requests from faculty on a regular basis addressing the specific needs of students at EAOP centers, share regular team meeting minutes with faculty, and incorporate MTSS as an agenda item at each faculty meeting. Share information about data collection and student performance as they inform the SIP and MTSS at the EESAC.

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: Summer Program

Minutes added to school year: 3,600

Utilize CBI platforms for differentiation and individualization.
Provide summer school and extended year instruction for DJJ students.
Provide opportunities for teacher planning and collaboration during staff development periods.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student grades at completion of the summer program. Review percentage of students passing summer courses.

Who is responsible for monitoring implementation of this strategy?

Claire Warren, Principal

Literacy Leadership Team (LLT)

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

Name	Title
Claire Warren	Principal
Tabitha Young	Assistant Principal
Nadeshka Alonso	Reading Coach
John Brennan	Math/Science Coach
Vivienne Lopez-Perez	SPED Program Specialist

Name	Title
Esther Del Rio	SPED Teacher
Thonda Ollis-Bellamy	English/Reading Teacher
Jeff Rudd	Content Area Teacher
Joey James	Reading Coach

How the school-based LLT functions

The school's Literacy Leadership Team meets on district early-release days. The reading coach will provide information to the team in order to assist them in making programmatic and instructional decisions, and the team will work together to ensure fidelity of the implementation of the K-12 CRRP. A school-wide focus on literacy, as well as a focus on reading achievement, will be the goal of the LLT while working closely with the reading coach. The LLT at EAOP will:

- Monitor the collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year.
- Conduct Data Analysis chats after each FAIR assessment period and Baseline and Interim Assessments.
- Analyze the progress monitoring data.
- Provide direction to administration for monitoring the teacher's use of data driven instruction during classroom visitations.
- Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular team meetings to build the culture of reading throughout the school.

Major initiatives of the LLT

The school's Literacy Leadership Team will play an instrumental role in promoting reading school-wide. The LLT at EAOP will:

- Promote a positive culture of reading throughout the school through the involvement of students, staff, faculty, and parents.
- Facilitate conceptual knowledge of the NGSSS and new Common Core State Standards (CCSS) in English Language Arts/Reading classes, as well as all content area classes.
- Emphasize the use of CCSS through professional development and exemplar lessons.
- Provide effective writing teaching strategies with emphasis on the writer's craft and use of high quality exemplar texts.
- Provide instruction on the key elements of writing: fluency, organization, voice, word choice, and conventions.
- Ensure that all teachers are incorporating effective reading strategies while utilizing complex texts in their classes.
- Reading coach will model lessons in the classroom to demonstrate the infusion of reading in the content areas.
- Utilize funds to purchase classroom libraries which contain books that offer a diverse selection of genres and a wide range of reading levels.
- Provide resources to support content area teachers in building classroom libraries to assist with independent reading practice.
- Use data regularly to monitor progress, guide instruction, and interpret interventions.
- Use data to recognize teacher proficiency and celebrate student success.
- Encourage all teachers that have not attended a CRISS professional development workshop to attend one in the upcoming school year.

Every Teacher Contributes to Reading Instruction

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

Incorporating reading and literacy instruction into all subject areas is a shared responsibility within the school. In order to deepen understanding, discussions about text require robust instruction in reading, writing, listening, speaking and language in all content areas. Teachers will infuse reading and literacy standards in content areas through collaborative planning, graphic organizers and comprehension strategies. Utilizing overheads, diagrams, etc. from content area text and materials, the teachers will assist students in making connections. Teachers will scaffold student reading and learning through close, analytical reading of content area text books and/or articles. All teachers will be encouraged to attend a CRISS workshop to learn effective reading strategies that can be incorporated in all classrooms to enhance comprehension. The reading and math/science coaches will collaborate in creating plans for a school-wide emphasis on integrating reading strategies into content area classes. The District Pacing Guides reflect text complexity expectations of the Common Core State Standards. Adherence to the exemplar lessons in the Pacing Guides will contribute to all students' improvement in reading. The coaches, along with the administration, will ensure that all teachers are incorporating reading strategies into their lessons.

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

By promoting Career Pathways and Programs of Study, students will be able to complete academy programs, as applicable by site. Students will then have a better understanding and appreciation of the postsecondary opportunities available, as well as a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

By promoting Career Pathways and Programs of Study, students will be able to complete academy programs, as applicable by site. Students will then have a better understanding and appreciation of the postsecondary opportunities available, as well as a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete two- and four-year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications.

Strategies for improving student readiness for the public postsecondary level

Readiness for postsecondary level will strengthen with the integration of academic and career/technical components, as well as a coherent sequence of courses.

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		9%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

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)	<i>[data excluded for privacy reasons]</i>		2%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		2%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		2%

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	17	19%	21%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	3	0%	1%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	50%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	31	4%	6%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	25	3%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		85%	90%
Students taking CTE industry certification exams	1	0%	1%
Passing rate (%) for students who take CTE industry certification exams		0%	50%
CTE program concentrators	6	0%	2%
CTE teachers holding appropriate industry certifications	0	0%	1%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	6	5%	4%
Students who fail an English Language Arts course	8	7%	6%
Students who fail two or more courses in any subject	7	6%	5%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	177	11%	10%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	13	13%	12%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	240	15%	14%

Goals Summary

- G1.** On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.
- G2.** 24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.
- G3.** Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.
- G4.** Zero percent of the students taking the Algebra EOC passed during the Spring 2013 administration. Two percent of students will pass the Algebra EOC assessment during the spring 2014 assessment.
- G5.** 13% of students scored level 3 on the 2013 Biology EOC assessment. 15% of students will score level 3 on the 2014 Biology EOC assessment.
- G6.** Students at S3C centers will enroll in CTE courses, where available.
- G7.** Select students in S3C centers will complete STEM courses at their corresponding education centers.

Goals Detail

G1. On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.

Targets Supported

- Reading (FCAT2.0, CELLA)

Resources Available to Support the Goal

- Number of reading endorsed teachers, Reading Plus, Jamestown Reading Navigator, Compass Learning, FCAT Explorer, two reading coaches

Targeted Barriers to Achieving the Goal

- The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited understanding of prefixes, suffixes and root words.
- The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in determining the main idea/essential message in texts and analyzing the author's purpose.
- ESOL students have a limited command of the English language.

Plan to Monitor Progress Toward the Goal

Review data from ongoing classroom assessments focusing on area of deficiency, and adjust instruction as needed.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FCAT 2.0 and Baseline and Interim Assessments

G2. 24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.

Targets Supported

- Writing

Resources Available to Support the Goal

- Curricular support materials, two reading coaches

Targeted Barriers to Achieving the Goal

- Students have difficulty with grammar and punctuation conventions.

Plan to Monitor Progress Toward the Goal

Observations of ongoing instruction of the writing process.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FCAT 2.0 Writing Assessment

G3. Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- District provided curricula, math coach, and tutoring at selected sites

Targeted Barriers to Achieving the Goal

- Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

Plan to Monitor Progress Toward the Goal

Interim assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule:

January 2014

Evidence of Completion:

Performance on winter Interim assessments

G4. Zero percent of the students taking the Algebra EOC passed during the Spring 2013 administration. Two percent of students will pass the Algebra EOC assessment during the spring 2014 assessment.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- District provided curricula, math coach

Targeted Barriers to Achieving the Goal

- Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

Plan to Monitor Progress Toward the Goal

Interim Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule:

January 2014

Evidence of Completion:

Performance on Winter Interim Assessments

G5. 13% of students scored level 3 on the 2013 Biology EOC assessment. 15% of students will score level 3 on the 2014 Biology EOC assessment.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science coach, learning communities

Targeted Barriers to Achieving the Goal

- Large number of students in restrictive environments unable to complete even the simplest of labs.

Plan to Monitor Progress Toward the Goal

Instructional practices

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

Student performance on 2014 Biology EOC

G6. Students at S3C centers will enroll in CTE courses, where available.

Targets Supported

- CTE

Resources Available to Support the Goal

- Education centers are convenient in location for select S3C centers.

Targeted Barriers to Achieving the Goal

- Students at the S3C program taking vocational courses are constrained by class availability, starting time and age considerations.

Plan to Monitor Progress Toward the Goal

Progress will be assessed by grades each trimester

Person or Persons Responsible

Department head

Target Dates or Schedule:

End of semester

Evidence of Completion:

Complete grades

G7. Select students in S3C centers will complete STEM courses at their corresponding education centers.

Targets Supported

- STEM - High School

Resources Available to Support the Goal

- Advanced classes are available to S3C students at the education centers.

Targeted Barriers to Achieving the Goal

- Students at the S3C program taking advanced STEM classes are constrained by class availability, starting time and age considerations.

Plan to Monitor Progress Toward the Goal

Progress will be assessed by grades each trimester.

Person or Persons Responsible

Department head

Target Dates or Schedule:

End of each grading period

Evidence of Completion:

STEM course grades

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.

G1.B1 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited understanding of prefixes, suffixes and root words.

G1.B1.S1 Students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary.

Action Step 1

Review data from ongoing classroom assessments focusing on area of deficiency, and adjust instruction as needed.

Person or Persons Responsible

The LLT, along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim Assessments; McDougal Littell Literature Series quizzes/tests

Facilitator:

Reading Coaches

Participants:

Reading and Language Arts Teachers

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

Review assessment results

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the implementation of identified strategies

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results for the 2014 FCAT 2.0

G1.B1.S2 Students will use context clues to distinguish the correct meaning of words that have multiple meanings, as well as to relate new vocabulary with familiar words. Students will determine the meanings of words and phrases as used in the text including figurative and connotative meanings.

Action Step 1

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed, and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT, along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - FCAT 2.0 Reading, Interim Assessments; McDougal Littell Literature Series quizzes/tests

Facilitator:

Reading coaches

Participants:

Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Assessment results

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S2

Monitor the implementation of identified strategies

Person or Persons Responsible

LLT and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results for the 2014 FCAT 2.0

G1.B2 The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in determining the main idea/essential message in texts and analyzing the author's purpose.

G1.B2.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

Action Step 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson planning and instruction

Facilitator:

Reading Coaches

Participants:

Reading teachers

Action Step 2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson planning and instruction

Facilitator:

Reading Coaches

Participants:

Reading teachers

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

Review assessment results.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Spring 2014

Evidence of Completion

Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Monitor the implementation of identified strategies.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results for the 2014 FCAT 2.0

G1.B3 ESOL students have a limited command of the English language.

G1.B3.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

Action Step 1

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed and instruction will be adjusted, as needed.

Person or Persons Responsible

The LLT, along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim Assessments; McDougal Littell Literature Series quizzes/tests

Facilitator:

Reading coaches

Participants:

Reading teachers

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

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed, and instruction will be adjusted as needed.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT 2.0 and Baseline and Interim assessments

Plan to Monitor Effectiveness of G1.B3.S1

The implementation of identified strategies.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Results for the 2014 FCAT 2.0

G2. 24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.

G2.B1 Students have difficulty with grammar and punctuation conventions.

G2.B1.S1 Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Action Step 1

Monitor with ongoing classroom assessments focusing on exemplar writing.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

• Formative: Baseline and Interim Assessments • Summative: 2014 FCAT 2.0 Writing Assessment

Facilitator:

Reading coaches

Participants:

All instructors

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

Writing to a prompt

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT 2.0 Writing Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Classroom observations

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and instruction

G3. Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.

G3.B1 Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

G3.B1.S1 Using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Action Step 1

Classroom observations and reviewing lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim assessments

Facilitator:

Math coach

Participants:

Mathematics teachers

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

Lesson plans and instructional practices

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Spring 2014 administration of Geometry EOC

Plan to Monitor Effectiveness of G3.B1.S1

Classroom observations and reviewing of teacher lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Spring 2014 administration of Geometry EOC

G4. Zero percent of the students taking the Algebra EOC passed during the Spring 2013 administration. Two percent of students will pass the Algebra EOC assessment during the spring 2014 assessment.

G4.B1 Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

G4.B1.S1 Using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Action Step 1

Classroom observations and reviewing lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim assessments

Facilitator:

Math coach

Participants:

Mathematics teachers

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

Lesson plans and instructional practices

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Spring 2014 administration of Algebra EOC

Plan to Monitor Effectiveness of G4.B1.S1

Classroom observations and reviewing of teacher lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Spring 2014 administration of Algebra 1 EOC

G5. 13% of students scored level 3 on the 2013 Biology EOC assessment. 15% of students will score level 3 on the 2014 Biology EOC assessment.

G5.B1 Large number of students in restrictive environments unable to complete even the simplest of labs.

G5.B1.S1 Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data.

Action Step 1

Training in differentiated instruction in science

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training sign-in sheets

Facilitator:

Science coach

Participants:

Science teachers

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

Review instructional practices and lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance on 2014 Biology EOC

Plan to Monitor Effectiveness of G5.B1.S1

Review lesson plans and instructional practices

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 Biology EOC

G6. Students at S3C centers will enroll in CTE courses, where available.

G6.B1 Students at the S3C program taking vocational courses are constrained by class availability, starting time and age considerations.

G6.B1.S1 Identify classes available before start of school year, gauge student interest prior to beginning of school year, and meet with site administrators to have list of classes in which S3C students can enroll.

Action Step 1

Meet with education center principal to determine course availability.

Person or Persons Responsible

Department head

Target Dates or Schedule

At commencement of school year

Evidence of Completion

Course enrollments

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

Fidelity will be monitored by visiting the vocational classes during the school year.

Person or Persons Responsible

Department head

Target Dates or Schedule

Ongoing

Evidence of Completion

Class monitoring logs

Plan to Monitor Effectiveness of G6.B1.S1

Effectiveness will be monitored by teachers during the school year

Person or Persons Responsible

S3C Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Course completions

G7. Select students in S3C centers will complete STEM courses at their corresponding education centers.

G7.B1 Students at the S3C program taking advanced STEM classes are constrained by class availability, starting time and age considerations.

G7.B1.S1 Students at S3C centers will enroll in STEM classes at education centers.

Action Step 1

Identify classes available before start of school year.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Course list provided by adult center principal

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

Fidelity will be monitored by visiting the vocational classes during the school year.

Person or Persons Responsible

Department head

Target Dates or Schedule

Ongoing

Evidence of Completion

Class visitation roster and notes

Plan to Monitor Effectiveness of G7.B1.S1

Effectiveness will be monitored by teachers during the school year.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance log for students enrolled in STEM classes

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site, and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 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.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High School Only

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Health Connect in Our Schools

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

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
 - HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
- Miami Lighthouse / Heiken Children's Vision Program
- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.

G1.B1 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited understanding of prefixes, suffixes and root words.

G1.B1.S1 Students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary.

PD Opportunity 1

Review data from ongoing classroom assessments focusing on area of deficiency, and adjust instruction as needed.

Facilitator

Reading Coaches

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim Assessments; McDougal Littell Literature Series quizzes/tests

G1.B1.S2 Students will use context clues to distinguish the correct meaning of words that have multiple meanings, as well as to relate new vocabulary with familiar words. Students will determine the meanings of words and phrases as used in the text including figurative and connotative meanings.

PD Opportunity 1

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed, and instruction will be adjusted as needed.

Facilitator

Reading coaches

Participants

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments - FCAT 2.0 Reading, Interim Assessments; McDougal Littell Literature Series quizzes/tests

G1.B2 The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in determining the main idea/essential message in texts and analyzing the author's purpose.

G1.B2.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

PD Opportunity 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Facilitator

Reading Coaches

Participants

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson planning and instruction

PD Opportunity 2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Facilitator

Reading Coaches

Participants

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson planning and instruction

G1.B3 ESOL students have a limited command of the English language.

G1.B3.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

PD Opportunity 1

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed and instruction will be adjusted, as needed.

Facilitator

Reading coaches

Participants

Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim Assessments; McDougal Littell Literature Series quizzes/tests

G2. 24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.

G2.B1 Students have difficulty with grammar and punctuation conventions.

G2.B1.S1 Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

PD Opportunity 1

Monitor with ongoing classroom assessments focusing on exemplar writing.

Facilitator

Reading coaches

Participants

All instructors

Target Dates or Schedule

Ongoing

Evidence of Completion

• Formative: Baseline and Interim Assessments • Summative: 2014 FCAT 2.0 Writing Assessment

G3. Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.

G3.B1 Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

G3.B1.S1 Using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

PD Opportunity 1

Classroom observations and reviewing lesson plans

Facilitator

Math coach

Participants

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim assessments

G4. Zero percent of the students taking the Algebra EOC passed during the Spring 2013 administration. Two percent of students will pass the Algebra EOC assessment during the spring 2014 assessment.

G4.B1 Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

G4.B1.S1 Using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

PD Opportunity 1

Classroom observations and reviewing lesson plans

Facilitator

Math coach

Participants

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline and Interim assessments

G5. 13% of students scored level 3 on the 2013 Biology EOC assessment. 15% of students will score level 3 on the 2014 Biology EOC assessment.

G5.B1 Large number of students in restrictive environments unable to complete even the simplest of labs.

G5.B1.S1 Develop differentiated instruction (DI) groups by class periods according to the weakest performing benchmarks based on available data.

PD Opportunity 1

Training in differentiated instruction in science

Facilitator

Science coach

Participants

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.	\$9,000
G2.	24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.	\$1,000
G3.	Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.	\$2,000
Total		\$12,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$12,000	\$12,000
Title I funding	\$5,000	\$5,000
school funds	\$5,000	\$5,000
Title I	\$2,000	\$2,000

Budget Details

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

G1. On the 2013 Reading FCAT 2.0, 7% of our students scored level 3 or higher. On the 2014 Reading FCAT 2.0 assessment, 8% of our students will score level 3 or higher.

G1.B1 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 1: Vocabulary, due to limited understanding of prefixes, suffixes and root words.

G1.B1.S1 Students will utilize affix and root word activities to provide context when presented with unfamiliar vocabulary.

Action Step 1

Review data from ongoing classroom assessments focusing on area of deficiency, and adjust instruction as needed.

Resource Type

Evidence-Based Program

Resource

Temporary duty substitute funding for teachers participating in professional development

Funding Source

Title I funding

Amount Needed

\$5,000

G1.B2 The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration, was Reporting Category 2: Reading Application, due to limited practice in determining the main idea/essential message in texts and analyzing the author's purpose.

G1.B2.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

Action Step 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Resource Type

Evidence-Based Program

Resource

Substitute funding for teachers attending PD

Funding Source

school funds

Amount Needed

\$1,000

Action Step 2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Resource Type

Evidence-Based Program

Resource

Substitute funding for teachers attending PD

Funding Source

School funds

Amount Needed

\$1,000

G1.B3 ESOL students have a limited command of the English language.

G1.B3.S1 Students will analyze a variety of text structures and text features and explain their impact on meaning in text.

Action Step 1

Data from ongoing classroom assessments focusing on area of deficiency will be reviewed and instruction will be adjusted, as needed.

Resource Type

Evidence-Based Program

Resource

Teen Biz

Funding Source

School funds

Amount Needed

\$2,000

G2. 24.5% of students scored 3.5 and above on the 2013 FCAT 2.0 Writing Test. On the 2014 FCAT 2.0 Writing Test, 30% of students will score 3.5 and above.

G2.B1 Students have difficulty with grammar and punctuation conventions.

G2.B1.S1 Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Action Step 1

Monitor with ongoing classroom assessments focusing on exemplar writing.

Resource Type

Evidence-Based Program

Resource

Substitute funding for teachers attending PD

Funding Source

school funds

Amount Needed

\$1,000

G3. Zero percent of students scored level 3 or higher on the Spring 2013 Geometry EOC administration. On the Spring 2014 Geometry EOC, 2% of students will score 3 or higher.

G3.B1 Most students entering the Outreach program do so with a minimal pre-existing knowledge in all areas of mathematics.

G3.B1.S1 Using mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of equations, inequalities, and systems of linear equations.

Action Step 1

Classroom observations and reviewing lesson plans

Resource Type

Evidence-Based Program

Resource

Discovery math resources

Funding Source

Title I

Amount Needed

\$2,000