



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Richmond Perrine Optimist

18055 HOMESTEAD AVE

Miami, FL 33157

305-636-6147

[outreach.dadeschools.net](http://outreach.dadeschools.net)

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## School Demographics

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**School Type**

High School

**Title I**

Yes

**Free and Reduced Lunch Rate**

80%

**Alternative/ESE Center**

Yes

**Charter School**

No

**Minority Rate**

99%

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## School Grades History

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**2013-14**

NOT GRADED

**2012-13****2011-12****2010-11**


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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

Richmond Perrine Optimist

##### 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
Lenny Cancio	EESAC Chair
Rolando Garrote	Department Head, Student Services
Nidia Perez de Ayllon	Department Head, ESOL
Fior Breslaw	Department Head, School Psychologist
Vivienne Lopez-Perez	SPED Program Specialist
Daniel Wynne	Data coordinator
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: 3

**Credentials**

BS, Elem Ed: MS, Urban Ed; 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, ESOL  
Certified, SPED certified, 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 Florida A & M, Elementary  
Education; MS, Learning Disabilities  
University of Miami; EdS Education  
Administration, Barry University  
Certifications: 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: 3      Years at Current School: 3

**Areas**      Science

**Credentials**      Degrees: BA - Notre Dame, MS - University of Miami  
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**

35, 52%

**Education Paraprofessionals**

**# of paraprofessionals**

1

**# Highly Qualified**

1, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

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, incorporating of district resources, and instructional direction  
Assistant Principal - SIP oversight and development, MTSS staff development and training schedules, incorporating of district resources, and instructional direction  
Psychologist - Liaison to Student Services Department, training related to student services resources, and individual student 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, incorporating 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:**

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

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

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Claire Warren	Principal
Tabitha Young	Assistant Principal
Nadeshka Alonso	Reading Coach
John Brennan	Math/Science Coach
Vivienne Lopez-Perez	SPED Program Specialist
Esther Del Rio	SPED Teacher
Jeff Rudd	Content Area Teacher
Thonda Ollis-Bellamy	English/Reading Teacher

## 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. 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 become academy program completers, as applicable by site, 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.

### **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 become academy program completers, as applicable by site, 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 provides 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 Industry certifications.

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

Readiness for postsecondary will strengthen with the integration of academic and career technical components and 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

#### 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	21%	0%	No	29%
American Indian				
Asian				
Black/African American	19%	0%	No	27%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	23%	0%	No	31%

#### 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>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

### 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		<i>[data excluded for privacy reasons]</i>	25%
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	17%	0%	No	25%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	17%	0%	No	25%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		13%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

**Area 4: Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		19%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

**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	0	0%	1%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	25%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	1%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
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	0	0%	2%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	5%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	25%
Students taking CTE industry certification exams	0	0%	1%
Passing rate (%) for students who take CTE industry certification exams		0%	25%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**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	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	29	56%	55%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	1	5%	7%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	1	7%	9%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1	3%	5%

## Goals Summary

- G1.** 2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.
- G2.** Fewer than 5% of students met AMO in 2013 in reading. 29% of ALL students, 27% of black students, and 31% of ED students will meet AMO in 2014.
- G3.** In 2013, 17% of students scored 3.5 or above on the FCAT writing assessment. The goal for 2014 is that 25% or higher score at 3.5 or higher on the FCAT writing assessment.
- G4.** Less than 5% of students met AMO in mathematics. The goal for 2014 is that 25% ALL students will meet AMO.
- G5.** On the 2013, 13% of the students scored at a level 3 on the Biology EOC. The goal for 2014 is that 19% or higher will perform at a level 3.
- G6.** In 2013, 0% of students participated in CTE courses. The goal for 2014 is that 2% of the students will be enrolled in CTE courses.
- G7.** In 2013, 56% of the high school students had a GPA lower than 2.0. The goal for 2014 is that no more than 31% of the students will have a GPA less than 2.0.

## Goals Detail

**G1.** 2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.

### Targets Supported

### 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.

### 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.** Fewer than 5% of students met AMO in 2013 in reading. 29% of ALL students, 27% of black students, and 31% of ED students will meet AMO in 2014.

**Targets Supported**

**Resources Available to Support the Goal**

- Number of reading endorsed teachers, FCAT Explorer, Reading PLUS, Jamestown Reading Navigator

**Targeted Barriers to Achieving the Goal**

- For all students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.
- For black students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.
- For Economically Disadvantaged students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

### Plan to Monitor Progress Toward the Goal

Observe classrooms

**Person or Persons Responsible**

On-site administrators, EAOP administrators,

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Performance on FCAT 2.0 reading assessment

**G3.** In 2013, 17% of students scored 3.5 or above on the FCAT writing assessment. The goal for 2014 is that 25% or higher score at 3.5 or higher on the FCAT writing assessment.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Curriculum support materials, two reading coaches

**Targeted Barriers to Achieving the Goal**

- Instructional staff possess limited knowledge of new common core standards and scoring rubric.

**Plan to Monitor Progress Toward the Goal**

Classroom observations

**Person or Persons Responsible**

L.A. Teacher, LLT, and administrators

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

2014 FCAT Assessment

**G4.** Less than 5% of students met AMO in mathematics. The goal for 2014 is that 25% ALL students will meet AMO.

**Targets Supported**

**Resources Available to Support the Goal**

- District provided curricula, math coach.

**Targeted Barriers to Achieving the Goal**

- Most of the newly enrolled students past test scores reveal a low pre-existing knowledge of mathematical concepts, computational, and application skills.

**Plan to Monitor Progress Toward the Goal**

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.** On the 2013, 13% of the students scored at a level 3 on the Biology EOC. The goal for 2014 is that 19% or higher will perform at a level 3.

**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 simplest of labs

**Plan to Monitor Progress Toward the Goal**

Review lesson plans and instructional practices

**Person or Persons Responsible**

administrators

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Biology EOC

**G6.** In 2013, 0% of students participated in CTE courses. The goal for 2014 is that 2% of the students will be enrolled in CTE courses.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Guidance counselor assigned to center.

**Targeted Barriers to Achieving the Goal**

- Availability of industry certified instructors.

**Plan to Monitor Progress Toward the Goal**

Check course completions

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Course completions

**G7.** In 2013, 56% of the high school students had a GPA lower than 2.0. The goal for 2014 is that no more than 31% of the students will have a GPA less than 2.0.

**Targets Supported**

- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- EOAP Counselor, Guidance Counselors

**Targeted Barriers to Achieving the Goal**

- School caters to students with recurring attendance issues. Students do not attend school regularly, which inhibits their ability to earn appropriate number of credits.

**Plan to Monitor Progress Toward the Goal**

Monitor unofficial student GPA by marking period

**Person or Persons Responsible**

On-Site administrator

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Final GPA for end of each semester

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.

**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 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 Reading – Interim Assessments; McDougal Littell Literature Series quizzes/tests

#### Facilitator:

Reading coaches

#### Participants:

Reading teachers

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

Assessment results

### **Person or Persons Responsible**

LLT

### **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.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

**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

**G2.** Fewer than 5% of students met AMO in 2013 in reading. 29% of ALL students, 27% of black students, and 31% of ED students will meet AMO in 2014.

**G2.B1** For all students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B1.S1** Positive Behavior Support (PBS) will be provided for all students to improve student attendance.

### Action Step 1

Gather 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

### Target Dates or Schedule

ongoing

### Evidence of Completion

FCAT 2.0 and Baseline and Interim assessments

### Facilitator:

District Personnel

### Participants:

Teachers

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

Gather 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 and 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

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

Monitor the implementation of identified strategies

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

The LLT, along with administrators

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

ongoing

#### **Evidence of Completion**

Results for the 2014 FCAT 2.0

**G2.B2** For black students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B2.S1** All students will be provided various incentives to improve their attendance, thus given PBS (positive behavior support) to help modify negative behaviors displayed in and out of the traditional school setting.

**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: 2013 FCAT Assessment

**Facilitator:**

District Personnel

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Classroom observations

**Person or Persons Responsible**

adminsitrators

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Lesson plans and instruction

## Plan to Monitor Effectiveness of G2.B2.S1

Monitor the implementation of identified strategies

### Person or Persons Responsible

The LLT, along with administrators

### Target Dates or Schedule

ongoing

### Evidence of Completion

Results for the 2014 FCAT 2.0

**G2.B3** For Economically Disadvantaged students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B3.S1** All students will be provided various incentives to improve their attendance, thus given PBS (positive behavior support) to help modify negative behaviors displayed in and out of the traditional school setting.

### Action Step 1

Classroom Observations

#### Person or Persons Responsible

On-site administrators

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Performance on FCAT 2.0 reading assessment

#### Facilitator:

District Personnel

#### Participants:

Teacher

### **Plan to Monitor Fidelity of Implementation of G2.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**

The LLT, along with administrators will monitor the implementation.

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

ongoing

#### **Evidence of Completion**

Formative Assessments - Interim Assessment - McDougal Littell Literature Series quizzes/tests.

### **Plan to Monitor Effectiveness of G2.B3.S1**

Monitor the implementation of identified strategies.

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

The LLT, along with administration

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

ongoing

#### **Evidence of Completion**

Results from the 2014 FCAT 2.0

**G3.** In 2013, 17% of students scored 3.5 or above on the FCAT writing assessment. The goal for 2014 is that 25% or higher score at 3.5 or higher on the FCAT writing assessment.

**G3.B1** Instructional staff possess limited knowledge of new common core standards and scoring rubric.

**G3.B1.S1** Students will review writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Teachers will instruct students by way of the writing rubric. Students will participate in peer editing along with teacher support.

**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: 2013 FCAT Assessment

**Facilitator:**

Reading coaches

**Participants:**

Instructors

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

Classroom observations

**Person or Persons Responsible**

adminsitrators

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Lesson plans and instruction

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

Classroom observations

### Person or Persons Responsible

LLT and administrators

### Target Dates or Schedule

ongoing

### Evidence of Completion

Lesson plans and instruction

**G4.** Less than 5% of students met AMO in mathematics. The goal for 2014 is that 25% ALL students will meet AMO.

**G4.B1** Most of the newly enrolled students past test scores reveal a low pre-existing knowledge of mathematical concepts, computational, and application skills.

**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. Provide more opportunities for small group instruction.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Baseline and interim assessments



### **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 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 and Curriculum Support Specialist

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Spring 2014 administration of Algebra 1 EOC

**G5.** On the 2013, 13% of the students scored at a level 3 on the Biology EOC. The goal for 2014 is that 19% or higher will perform at a level 3.

**G5.B1** Large number of students in restrictive environments unable to complete even 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 coach

**Target Dates or Schedule**

fall 2013

**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 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**

Biology EOC

**G6.** In 2013, 0% of students participated in CTE courses. The goal for 2014 is that 2% of the students will be enrolled in CTE courses.

### G6.B1 Availability of industry certified instructors.

**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 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

Visit 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

Determine student success through random checks on student progress.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Course completions

**G7.** In 2013, 56% of the high school students had a GPA lower than 2.0. The goal for 2014 is that no more than 31% of the students will have a GPA less than 2.0.

**G7.B1** School caters to students with recurring attendance issues. Students do not attend school regularly, which inhibits their ability to earn appropriate number of credits.

**G7.B1.S1** Provide attendance incentives.

#### Action Step 1

Develop incentive program for student attendance.

#### Person or Persons Responsible

On-site administrator.

#### Target Dates or Schedule

Ongoing throughout school year

#### Evidence of Completion

Improvement in student attendance

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

Review attendance data

#### Person or Persons Responsible

On-site administrator

#### Target Dates or Schedule

Each marking period / Mid-way through the semester (during interim progress reports)

#### Evidence of Completion

Percent of students attending on a daily basis

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

Track individual student attendance improvement

### **Person or Persons Responsible**

On-site administrator

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Students earning awards for improved attendance

## 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 CHESS (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

Fill in as appropriate for your school

#### 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.** 2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.

**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 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 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

**G2.** Fewer than 5% of students met AMO in 2013 in reading. 29% of ALL students, 27% of black students, and 31% of ED students will meet AMO in 2014.

**G2.B1** For all students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B1.S1** Positive Behavior Support (PBS) will be provided for all students to improve student attendance.

### **PD Opportunity 1**

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

#### **Facilitator**

District Personnel

#### **Participants**

Teachers

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

ongoing

#### **Evidence of Completion**

FCAT 2.0 and Baseline and Interim assessments

**G2.B2** For black students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B2.S1** All students will be provided various incentives to improve their attendance, thus given PBS (positive behavior support) to help modify negative behaviors displayed in and out of the traditional school setting.

**PD Opportunity 1**

Monitor with ongoing classroom assessments focusing on exemplar writing.

**Facilitator**

District Personnel

**Participants**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative: Baseline and Interim assessments Summative: 2013 FCAT Assessment

**G2.B3** For Economically Disadvantaged students attendance issues, required behavioral interventions, variety of class settings, and agency support impacted AMO.

**G2.B3.S1** All students will be provided various incentives to improve their attendance, thus given PBS (positive behavior support) to help modify negative behaviors displayed in and out of the traditional school setting.

**PD Opportunity 1**

Classroom Observations

**Facilitator**

District Personnel

**Participants**

Teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Performance on FCAT 2.0 reading assessment

**G3.** In 2013, 17% of students scored 3.5 or above on the FCAT writing assessment. The goal for 2014 is that 25% or higher score at 3.5 or higher on the FCAT writing assessment.

**G3.B1** Instructional staff possess limited knowledge of new common core standards and scoring rubric.

**G3.B1.S1** Students will review writing samples to identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Teachers will instruct students by way of the writing rubric. Students will participate in peer editing along with teacher support.

**PD Opportunity 1**

Monitor with ongoing classroom assessments focusing on exemplar writing.

**Facilitator**

Reading coaches

**Participants**

Instructors

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Formative: Baseline and Interim assessments Summative: 2013 FCAT Assessment

**G5.** On the 2013, 13% of the students scored at a level 3 on the Biology EOC. The goal for 2014 is that 19% or higher will perform at a level 3.

**G5.B1** Large number of students in restrictive environments unable to complete even 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**

fall 2013

**Evidence of Completion**

training sign in sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.	\$2,000
G7.	In 2013, 56% of the high school students had a GPA lower than 2.0. The goal for 2014 is that no more than 31% of the students will have a GPA less than 2.0.	\$2,000
Total		\$4,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$4,000	\$4,000
Title I	\$2,000	\$2,000
SAC funds	\$2,000	\$2,000

### Budget Details

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



**G1.** 2% of students scored at level 3 and 2% of students scored levels 4-5 on the 2013 FCAT 2.0 Reading. 20% of students will achieve level 3 and 10% of students will achieve levels 4-5 on FCAT 2.0 Reading Assessment.

**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**

Compass learning

**Funding Source**

Title I

**Amount Needed**

\$2,000

**G7.** In 2013, 56% of the high school students had a GPA lower than 2.0. The goal for 2014 is that no more than 31% of the students will have a GPA less than 2.0.

**G7.B1** School caters to students with recurring attendance issues. Students do not attend school regularly, which inhibits their ability to earn appropriate number of credits.

**G7.B1.S1** Provide attendance incentives.

**Action Step 1**

Develop incentive program for student attendance.

**Resource Type**

Evidence-Based Program

**Resource**

Awards program for attendance and school performance

**Funding Source**

SAC funds

**Amount Needed**

\$2,000