

2013-2014 SCHOOL IMPROVEMENT PLAN

Jan Mann Opportunity School
16101 NW 44TH CT
Opa Locka, FL 33054
305-625-0855

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center Yes	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13	2011-12	2010-11
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Jan Mann Opportunity School

Principal

Samuel Johnson

School Advisory Council chair

Andrea Walker

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

Name	Title
Samuel L. Johnson	Principal
Nicholas Emmanuel	Assistant Principal
Rosetta Ashley	Student Services Dept. Chair
Lynn Binstock	SPED/ Science Dept. Chair
Sylvonna Simmons	Language Arts Dept. Chair
Michael Floyd	Mathematics Dept. Chair
Andrea Walker	PBS Team Leader

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

teachers – 5, parents – 6, educational support-1, student – 1, BCR – 3.....)
 Members: Principal – 1, Assistant Principal – 1, Student Services Chair – 1, Test Chairperson – 1, PBS Team Leader – 1, Teachers – 4, Parent – 1, Student - 1

Involvement of the SAC in the development of the SIP

The EESAC is involved in the writing of the SIP and monitors progress towards targeted goals and objectives at each meeting. The EESAC reviews and makes recommendations related to all school level budgets, as well as approves expenditures from EESAC funds. EESAC members are involved in seeking resources for completion of all proposed SIP objectives and school enhancement initiatives.

Activities of the SAC for the upcoming school year

The primary function of the EESAC is to provide input into the development, implementation, and monitoring of the School Improvement Plan. Before the beginning of each school year, EESAC members and staff review data from the previous year and recommendations are made. The EESAC also provides input into areas of concern such as school safety and discipline, student support services, and resource allocation

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

EESAC funds will be used during the 2013-14 school year to promote improved student behavior and academic performance. To this end, funds will be allocated for student RtIB Incentives and the Reading/Language Arts Book Club.

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:

Samuel Johnson

Principal

Years as Administrator: 17

Years at Current School: 2

Credentials

M.S.- Science Education / Ed.
 Leadership Nova Southeastern
 University B.S.- Biology,
 Florida State University
 Certification: Educational

Performance Record

2013 – School Grade – N/A
 Rdg. Proficiency,
 Math Proficiency,
 Rdg. Lrg. Gains,
 Math Lrg. Gains,
 Rdg. Imp. of Lowest points
 Math Imp. of Lowest 25% - points
 Rdg. AMO –Yes
 Math AMO–Yes
 2012 – School Grade – N/A
 Rdg. Proficiency,
 Math Proficiency,
 Rdg. Lrg. Gains, points
 Math Lrg. Gains, points
 Rdg. Imp. of Lowest 25% - points
 Math Imp. of Lowest 25% - points
 Rdg. AMO –Yes
 Math AMO–Yes
 '11 '10 '09 '08 The 500 Role Model
 Academy of Excellence Alternative
 Education Center 2010-2006
 School Grade TBA F * P P
 AYP No No Yes Yes
 High Standards Rdg. 4% * 34% 53%
 High Standards Math 6% * 24% 16%
 Lrng Gains-Rdg. 46% 44% 66% 80%
 Lrng Gains-Math 52% 62% 64% 60%
 Gains-Rdg-25% 63% * 73% 80%

Nicholas Emmanuel		
Asst Principal	Years as Administrator: 17	Years at Current School: 3
Credentials	Bookkeeping Economics, MG Math, Middle Grades, ED Leadership	
Performance Record	2013 – School Grade – N/A Rdg. Proficiency, Math Proficiency, Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - points Math Imp. of Lowest 25%- points Rdg. AMO – Yes Math AMO – Yes 2012 – School Grade – N/A Rdg. Proficiency, Math Proficiency, Rdg. Lrg. Gains, points Math Lrg. Gains, points Rdg. Imp. of Lowest 25% - points Math Imp. of Lowest 25% - points Rdg. AMO –Yes Math AMO–Yes	

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
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Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

26, 100%

Highly Qualified Teachers

27%

certified in-field

19, 73%

ESOL endorsed

7, 27%

reading endorsed

5, 19%

with advanced degrees

21, 81%

National Board Certified

1, 4%

first-year teachers

0, 0%

with 1-5 years of experience

1, 4%

with 6-14 years of experience

7, 27%

with 15 or more years of experience

18, 69%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Recruit new highly qualified teachers from Job Fairs and through partnership with Florida Memorial University.

Solicit referrals from veteran teachers and outside agencies.

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

.As an alternative education center where grades 6-12 are taught with a limited number of instructional personnel, having certified teachers for all assignments is a challenge. With that in mind, non-highly qualified teachers are actively seeking to become certified in all areas to which they are assigned. This is an ongoing process which is being monitored by administration

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

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

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

The MTSS/RtI Leadership team at Jan Mann Opportunity School conducts bi-weekly meetings to monitor academic and behavioral data to evaluate student progress. The leadership team:

1. Monitors academic and behavior data evaluating progress by addressing the following important questions:

- What will students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities)

- How will we correct/redirect inappropriate behavior? (behavior)

2. Gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Maintains communication with staff input and feedback, as well as updating them on procedures and progress.
4. Supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions (academic and behavioral).
5. Provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
6. Assists with monitoring and responding to the needs of subgroups within the expectations for AMO. Implements strategies to target students on each tier, with the level of targeted intervention increasing on each tier.

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

Samuel L. Johnson, Principal
Nicholas Emmanuel, Assistant Principal
Rosetta Ashley, Student Services Chair
Lynn Binstock, Science/SPED Department Head
Sylvonna Simmons, Language Arts Department Head
Michael Floyd, Mathematics Department Head
Test Chairperson
Social Studies Department Head
Andrea Walker, PBS Team Leader

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

The MTSS/RtI Leadership Team will do the following in the development and implementation of the School Improvement Plan:

1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis;
2. Analyze and disaggregate data in order to drive instruction;
3. Differentiate instruction in order to meet the instructional needs of the students;
4. Develop, implement, and monitor strategies to increase overall attendance rate, decrease the number of suspensions, increase the number of students graduating with their cohort, and increase overall percentage of parental involvement.
5. Monitor the fidelity of the delivery of instruction and interventions.
6. Provide levels of support and interventions to students based on data.
7. Monitor the fidelity of MTSS/RtI.

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

Data will be utilized to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students.
- Adjust the allocation of school-based resources.
- Drive decisions regarding targeted professional development.
- Create student growth trajectories in order to identify and develop interventions.

Managed data will include:

Academic

- FAIR assessments
- Interim Assessments
- State/Local Math and Science Assessments
- FCAT
- EOC Assessment (Algebra 1, Biology, Civics, Geometry and U.S. History)
- Student grades
- Bi-weekly assessments
- Referrals for academic evaluations

Behavioral

- Student Case Management
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day/per month
- Team climate surveys
- Attendance
- Referrals for psychological evaluations

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

The district professional development will include:

1. Training for all administrators in the MTSS/RtI problem solving and data analysis process;
2. Train all staff members in the MTSS/RtI problem solving and data analysis and process;
3. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
4. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Selected staff members completed the online MTSS/RtI training. All instructional staff and paraprofessionals will receive MTSS/RtI training on an early release day.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,800

Extended learning opportunities will be provided to ensure students requiring additional remediation are assisted through participation in Summer School.

Services are provided to ensure students requiring additional remediation are assisted through push-in or pull-out tutorial models during the school day as well as summer school. The district coordinates with Title I in ensuring staff development needs are provided. Support services are provided to secondary students. The administrators and instructional leadership team develop, lead, and evaluate school core content standards/programs. They 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.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through proficiency demonstrated on bi-weekly assessments and scores on interim assessments to monitor progress.

Who is responsible for monitoring implementation of this strategy?

- Principal
- Assistant Principal
- Literacy Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Samuel L. Johnson	Principal
Nicholas Emmanuel	Assistant Principal
Rosetta Ashley	Student Services Department Chair
Lynn Binstock	Science Department Chair
Lynn Binstock	SPED Department Chair
Sylvonna Simmons	Language Arts Department Chair
Michael Floyd	Mathematics Department Chair

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school and focus on areas of literacy concern across the curriculum. The principal, test chairperson, reading teachers, content area teachers, and others designated by the principal to serve on this team, will meet a minimum of once a month. All members of the leadership team will share the common goal of improving instruction for all students and will work to build staff support, internal capacity, and sustainability over time.

The Literacy Leadership Team will assist with monitoring and responding to the needs of subgroups, which did not make Adequate Yearly Progress last year to ensure proper support during the 2012-13 school year. The LLT will further use reading across the curriculum to create students' growth patterns and to identify and develop interventions.

Major initiatives of the LLT

Jan Mann's Literacy Leadership Team will focus on the following:

- Effective utilization of the MTSS/Rtl process;
- Greater utilization of assessment data to drive instruction;
- Development of school wide learning activities related to the reading initiative.

Every Teacher Contributes to Reading Instruction

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

The school-wide responsibility for reading is being addressed through our Reading, Mathematics, Writing and Science goals by the use of grade-level texts, CRISS strategies, guided instruction in comprehension strategies, critical thinking strategies in expository and informational texts as well as in the use of computer-aided instruction, independent practice reading and by providing all teachers with an FCAT Reading Benchmark Instructional Focus Calendar. An Instructional Focus Calendar ensures that essential skills and strategies are being delivered across the curriculum.

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

Jan Mann Opportunity School offers students the opportunity to take courses related to careers in fashion design, culinary arts, and business technology education. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Middle school students are exposed to exploratory courses in family and consumer sciences and business technology education; all courses include career planning. Instructional staff members are encouraged to plan project-based learning activities that cross content areas, provide relevance, and include a career component. Additionally, 70% of Junior and Seniors register to take the ACT test as noted in Postsecondary Transition.

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

Student services members, in conjunction with the classroom teachers, work with students to insure completion of the electronic Portfolio Educational Plan (ePEP), reviewing career goals and programs of study as part of the career planning process. All applied technology courses include career planning components. Students meet individually with their assigned guidance counselor for articulation/subject selection; however, due to the size of the school, course offerings are limited. Because students are placed here for a short period of time and then returned to their home school, the counselor also

addresses student course selections at their home schools as well courses offered through adult education and virtual school. Additionally, our career academy focuses on developing specific career job training skills and seeks to offer internship opportunities.

Strategies for improving student readiness for the public postsecondary level

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	21%	6%	No	29%
American Indian				
Asian				
Black/African American	17%		No	25%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	22%		No	30%

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>	12%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	11%

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>	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		0%	0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	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%

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>	7%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	6%

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%		No	25%
American Indian				
Asian				
Black/African American	17%		No	25%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	17%		No	25%

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science**Middle School Science****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>		12%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	6	13%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses		0%	5%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	20%
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%	5%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	12	14%	17%
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%	0%
Students taking CTE industry certification exams	0	0%	5%
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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		0%	0%
Students who fail a mathematics course		0%	0%
Students who fail an English Language Arts course		0%	0%
Students who fail two or more courses in any subject		0%	0%
Students who receive two or more behavior referrals		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%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	73	61%	60%
Students in ninth grade with one or more absences within the first 20 days		0%	0%
Students in ninth grade who fail two or more courses in any subject	7	39%	338%
Students with grade point average less than 2.0	18	50%	49%
Students who fail to progress on-time to tenth grade		0%	0%
Students who receive two or more behavior referrals	30	44%	43%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	99	83%	82%

Graduation

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

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Based on student performance on the 2013 administration of the Geometry EOC examinations, students scoring at 3 or above on the 2014 Geometry EOC will increase by 3 percentage points to 33%.
- G2.** Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 in Reading will increase by 6 percentage points to 12%
- G3.** Based on student performance on the 2013 FCAT, students scoring at 3.5 or above on the 2014 FCAT 2.0 in writing will increase by 7 percentage points to 33%.
- G4.** Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at level 3 or above on the 2014 FCAT 2.0 will increase by 7 percentage points to 7% in middle grades mathematics.
- G5.** Based on student performance on EOC examinations in Algebra 1, students scoring at a 3 or above on the 2014 Algebra 1 EOC will increase by 4 percentage points to 33%.
- G6.** Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 science test will increase by 7 percentage points to 12%.
- G7.** Based on student performance on the 2013 administration of the FCAT, students scoring at 3 or above on the 2014 Biology EOC exam will increase 7 percentage points to 21%.
- G8.** Based on graduation data for the 2012-13 school year, the school will increase the number of students graduating in 4 years by 2 percentage points to 17%.
- G9.** •In analyzing and monitoring the Early Warning Systems, our school will increase attendance by 3 percentage points to 87% by minimizing the number of students missing 10% of instructional time due to and truancy, and students failing more than 2 courses.
- G10.** Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.
- G11.** Ensure that all U.S. History students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.
- G12.** Our overall goal is to increase the number of students pursuing careers in Science, Technology, Engineering and Mathematics.
- G13.** Our overall goal is to increase the awareness of Career Academies and Technical Education.

Goals Detail

G1. Based on student performance on the 2013 administration of the Geometry EOC examinations, students scoring at 3 or above on the 2014 Geometry EOC will increase by 3 percentage points to 33%.

Targets Supported

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 Geometry EOC data reveals that students had difficulty in all reporting categories: Two-dimensional Geometry, Three-dimensional Geometry, and Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Following the FCIM, data will be used to redirect classroom instruction and to provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data derived from weekly mini-assessments on tested benchmarks; Interim Assessments Results from the 2014 administration of the Geometry EOC exam.

G2. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 in Reading will increase by 6 percentage points to 12%

Targets Supported

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

Resources Available to Support the Goal

- Additional instructional staff will be utilized to provide pull-out tutoring for students who require extended learning opportunities.

Targeted Barriers to Achieving the Goal

- The area of deficiency for the Black and Economically Disadvantaged Subgroups, as noted on the 2013 FCAT 2.0 administration was in Reporting Category 1: Vocabulary; Reporting Category 2: Reading Applications; Reporting Category 3, Literary Analysis: Fiction and Nonfiction; and Reporting Category 4, Information Text and Research Process. Students lack the ability to use context clues to distinguish the correct meaning of words that have multiple meanings through the reading of a wide variety of texts. Students demonstrated a deficiency in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text.
- The area of deficiency for students scoring FCAT Level 3 and 4 as noted on the 2013 FCAT 2.0 administration was in Reporting Category 2: Reading Applications. Students lacked the ability to analyze a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text
- The area of deficiency for students scoring FCAT Level 4 as noted on the 2013 FCAT 2.0 administration was in Reporting Category 4, Information Text and Research Process. Students lacked the ability to utilize critical thinking strategies needed to locate, organize, and interpret information and determine the validity and reliability of information within texts.
- The area of deficiency for students making learning gains as noted on the 2013 FCAT 2.0 administration was in Reporting Category 1 Vocabulary; and Reporting Category 2: Reading Applications. Students lacked the ability to analyze a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text

Plan to Monitor Progress Toward the Goal

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR

Person or Persons Responsible

-Literacy Leadership Team -Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessments: Results from the 2014 FCAT 2.0 Reading Test

G3. Based on student performance on the 2013 FCAT, students scoring at 3.5 or above on the 2014 FCAT 2.0 in writing will increase by 7 percentage points to 33%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will use Write Score to facilitate development of sentence structure, use of punctuation, capitalization etc. and get graded results.

Targeted Barriers to Achieving the Goal

- The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was in conventions for grade 8. Students lacked the ability to properly use conventions such as spelling, punctuation, capitalization, and grammar help make a student's essay clear and understandable.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments; Write Score Results from the 2014 FCAT 2.0 Writing Test.

G4. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at level 3 or above on the 2014 FCAT 2.0 will increase by 7 percentage points to 7% in middle grades mathematics.

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- An analysis of 2013 FCAT 2.0 Mathematics data reveals that students in grade 6 had difficulty in Category 1: Fractions, Ratios, Proportional Relationships, Statistics and Category 3: Geometry and Measurement . An analysis of 2013 FCAT 2.0 Mathematics data reveals that students in grades 07-08 had difficulty in all reporting categories: Number-base ten, Fractions, Ratios, Proportional Relationships, Statistics, and Geometry and Measurement

Plan to Monitor Progress Toward the Goal

-Data from bi-weekly assesments -Data from interim assessments

Person or Persons Responsible

Mathematics Teachers Literacy Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

G5. Based on student performance on EOC examinations in Algebra 1 , students scoring at a 3 or above on the 2014 Algebra 1 EOC will increase by 4 percentage points to 33%.

Targets Supported

- Math (High School, High School AMO's)
- Algebra 1 EOC

Resources Available to Support the Goal

- Utilize Computer Assisted Programs (CAP) for all tiers, including Carnegie Learning, FCAT Explorer, and E2020 during mathematics classes to perform operations using polynomials and quadratics.

Targeted Barriers to Achieving the Goal

- An analysis of the 2013 Algebra 1 EOC data reveals that Students had difficulty with all three Reporting Categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

Using the FCIM model, data will be used to redirect classroom instruction and provide information for remediation and enrichment

Person or Persons Responsible

Literacy Leadership Team Mathematics Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments; Bi-weekly Assessments Results from the 2014 Algebra 1 EOC Math Test

G6. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 science test will increase by 7 percentage points to 12%.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed.
- Provide students with the opportunity to visit neighboring college (Florida Memorial University) to provide expert support to Physical and Chemical Science, Earth/Space Science, Life Science, Nature of Science concepts.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 FCAT 2.0 science administration, students had difficulty in all four Reporting Categories. Category 1: Nature of Science; Reporting Category 2: Earth and Space Science; Reporting Category 3, Physical Science; and Reporting Category 4 Life Science. Students lack the ability to correlate the different aspects of the four domains of science.

Plan to Monitor Progress Toward the Goal

During Leadership Team Meetings, administrators along with the LLT will review data from district and bi-weekly assessments

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Bi-weekly Leadership Team Meetings Department Meetings

G7. Based on student performance on the 2013 administration of the FCAT, students scoring at 3 or above on the 2014 Biology EOC exam will increase 7 percentage points to 21%.

Targets Supported

- Science
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, FCAT Explorer, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of Biology.

Targeted Barriers to Achieving the Goal

- According to the results of the Biology 1 EOC Assessments 71% of students scored a Level 3; however, students need additional practice with refining and evaluating scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion

Plan to Monitor Progress Toward the Goal

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments; Bi-weekly Assessments Results from the 2014 Biology EOC Exam.

G8. Based on graduation data for the 2012-13 school year, the school will increase the number of students graduating in 4 years by 2 percentage points to 17%.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Data reflects that students are dropping out of school because they have difficulty meeting FCAT graduation requirements. Students are also discouraged because they lack the number of credits needed for graduation.

Plan to Monitor Progress Toward the Goal

MTSS/RtI will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Cognos report on graduation rate 2014 FCAT data reports

G9. •In analyzing and monitoring the Early Warning Systems, our school will increase attendance by 3 percentage points to 87% by minimizing the number of students missing 10% of instructional time due to and truancy, and students failing more than 2 courses.

Targets Supported

- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- students missed 10% or more of instructional time due to illnesses and truancy, students may have failed mathematics courses, students may have failed English/Language Arts courses and may have failed two or more courses in any subject and students received two or more behavior referrals.

Plan to Monitor Progress Toward the Goal

MTSS/Rtl team will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements

Person or Persons Responsible

Administration MTSS/Rtl team Student Services Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

School-wide Attendance Data Graduation Data

G10. Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

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Targeted Barriers to Achieving the Goal

- An analysis of the District Interim Assessment indicates that students taking Civics courses had difficulty reading and interpreting maps, charts, and timelines.
- According to the results of the U.S. History EOC Assessments students need additional opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history

Plan to Monitor Progress Toward the Goal

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

District Interim Assessments; Bi-weekly Assessments Results from the 2014 EOC Civics Test.

G11. Ensure that all U.S. History students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

Targets Supported

- Social Studies
- U.S. History EOC

Resources Available to Support the Goal**Targeted Barriers to Achieving the Goal**

- An analysis of the District Interim Assessment indicates that students had difficulty reading and interpreting maps, charts, and timelines.

Plan to Monitor Progress Toward the Goal

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Results from the 2014 US History EOC Assessment District Interim Assessments; Bi-weekly Assessments,

G12. Our overall goal is to increase the number of students pursuing careers in Science, Technology, Engineering and Mathematics.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Because our student enrollment is fluid, few opportunities for advanced level STEM learning activities are held within our school.

Plan to Monitor Progress Toward the Goal

Administrators will monitor student science assignments weekly to ensure compliance with STEM guidelines. Math and Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

The number of students participating in Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc.

G13. Our overall goal is to increase the awareness of Career Academies and Technical Education.

Targets Supported

- CTE

Resources Available to Support the Goal

- Through courses in offered in Family and Consumer Sciences, students will have the opportunity to explore careers in the areas fashion design and culinary arts. This will also provide opportunities for fieldtrips and for students to participate in competitions through FCCLA.

Targeted Barriers to Achieving the Goal

- Career academy students are not in cohort schedule with academic and CTE teachers, therefore students will have to prepare for and test industry certifications through registered career-themed courses.

Plan to Monitor Progress Toward the Goal

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Participation in CTE competitions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on student performance on the 2013 administration of the Geometry EOC examinations, students scoring at 3 or above on the 2014 Geometry EOC will increase by 3 percentage points to 33%.

G1.B1 An analysis of the 2013 Geometry EOC data reveals that students had difficulty in all reporting categories: Two-dimensional Geometry, Three-dimensional Geometry, and Trigonometry and Discrete Mathematics.

G1.B1.S1 Provide all students with opportunities to solve linear equations in one variable that includes simplifying algebraic expressions.

Action Step 1

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data derived from weekly mini-assessments on tested benchmarks; Interim Assessments Results from the 2014 administration of the Geometry EOC exam.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 in Reading will increase by 6 percentage points to 12%

G2.B1 The area of deficiency for the Black and Economically Disadvantaged Subgroups, as noted on the 2013 FCAT 2.0 administration was in Reporting Category 1: Vocabulary; Reporting Category 2: Reading Applications; Reporting Category 3, Literary Analysis: Fiction and Nonfiction; and Reporting Category 4, Information Text and Research Process. Students lack the ability to use context clues to distinguish the correct meaning of words that have multiple meanings through the reading of a wide variety of texts. Students demonstrated a deficiency in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text.

G2.B1.S1 •Students will practice using prefixes, suffixes, root words, synonyms, and antonyms.
 •Teachers will help students use graphic organizers to see patterns and summarize the main points.
 •Students will practice analyzing the author’s perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. •Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Action Step 1

Following the FCIM, data will be used to redirect instruction and provide information for tutorials.

Person or Persons Responsible

-Administrators -Literacy Leadership Team

Target Dates or Schedule

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Evidence of Completion

Summative Assessment: Results from the 2014 FCAT 2.0 Reading Test. Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR

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

-results of data derived from mini-assessments

Person or Persons Responsible

-Administrators -Literacy Leadership Team

Target Dates or Schedule

-Bi-monthly leadership meetings

Evidence of Completion

-Classroom walkthroughs - Examination of student artifacts - Data chats in department meetings to assess student mastery

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for remediation and enrichment.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 FCAT Reading Test.

G2.B1.S2 Teachers will plan instruction based on the identified areas of student deficiencies; teachers will utilize data to monitor student progress and implement plan for re-teaching strategies.

Action Step 1

Following the FCIM, data derived from assessments will be used to direct classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from weekly mini-assessments on tested weekly benchmarks.

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

Following the FCIM, data will be used to redirect classroom instruction and provide information for feedback.

Person or Persons Responsible

Literacy Leadership Team Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessments: 2014 administration of FCAT 2.0 Reading Test.

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM, data will be used to redirect instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessments: 2014 administration of FCAT 2.0 Reading Test.

G2.B2 The area of deficiency for students scoring FCAT Level 3 and 4 as noted on the 2013 FCAT 2.0 administration was in Reporting Category 2: Reading Applications. Students lacked the ability to analyze a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text

G2.B2.S1 • Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. • Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Action Step 1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

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

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

Plan to Monitor Effectiveness of G2.B2.S1

Students will take weekly mini-assessments on tested benchmarks.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data derived from District Interim Assessments; weekly mini-assessments, FAIR testing Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

G2.B3 The area of deficiency for students scoring FCAT Level 4 as noted on the 2013 FCAT 2.0 administration was in Reporting Category 4, Information Text and Research Process. Students lacked the ability to utilize critical thinking strategies needed to locate, organize, and interpret information and determine the validity and reliability of information within texts.

G2.B3.S1 Teachers will utilize CRISS strategies for deriving word meanings and word relationships from context such as vocabulary concept maps, as well as provide additional instruction on word meanings.

Action Step 1

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Following the FCIM, data will be used to redirect instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

Plan to Monitor Effectiveness of G2.B3.S1

Students will be given weekly mini-assessments on tested benchmarks

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

G2.B4 The area of deficiency for students making learning gains as noted on the 2013 FCAT 2.0 administration was in Reporting Category 1 Vocabulary; and Reporting Category 2: Reading Applications. Students lacked the ability to analyze a variety of text structures (comparison/contrast, cause/effect, chronological order) and text features (main headings with subheadings) and explaining their impact meaning in text

G2.B4.S1 Students will practice analyzing the author's perspective, choice of words, style, technique to understand how these elements influence the meaning of text.

Action Step 1

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments, FAIR Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Students will be given weekly mini-assessments on tested benchmarks.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; weekly mini-assessments, FAIR Test
Summative Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

Plan to Monitor Effectiveness of G2.B4.S1

Following the FCIM, data will be used to redirect instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; weekly mini-assessments, FAIR Summative
Assessment: Scores from the 2014 administration of the FCAT 2.0 Reading test.

G3. Based on student performance on the 2013 FCAT, students scoring at 3.5 or above on the 2014 FCAT 2.0 in writing will increase by 7 percentage points to 33%.

G3.B1 The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was in conventions for grade 8. Students lacked the ability to properly use conventions such as spelling, punctuation, capitalization, and grammar help make a student's essay clear and understandable.

G3.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

•Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Person or Persons Responsible

Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Write Score; Results from the 2014 FCAT 2.0Writing Test.

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

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT 2.0Writing Test. District Interim Assessments; Write Score

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT 2.0 Writing Test. District Interim Assessments; Write Score

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at level 3 or above on the 2014 FCAT 2.0 will increase by 7 percentage points to 7% in middle grades mathematics.

G4.B1 An analysis of 2013 FCAT 2.0 Mathematics data reveals that students in grade 6 had difficulty in Category 1: Fractions, Ratios, Proportional Relationships, Statistics and Category 3: Geometry and Measurement . An analysis of 2013 FCAT 2.0 Mathematics data reveals that students in grades 07-08 had difficulty in all reporting categories: Number-base ten, Fractions, Ratios, Proportional Relationships, Statistics, and Geometry and Measurement

G4.B1.S1 •Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. • Provide concrete real-world examples by infusing literacy into the mathematics class with Computer Assisted Programs to show a transfer of mathematical theory to practical applications. In addition, students will use manipulatives to help bridge the gap between the abstract and the concrete.

Action Step 1

•Students will use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers •Students will use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.

Person or Persons Responsible

-Mathematics Teachers

Target Dates or Schedule

- Ongoing

Evidence of Completion

-Data from district Interim Assessments; Bi- weekly Assessments -Results from the 2014 FCAT Math Test.

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

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

-Literacy Leadership Team

Target Dates or Schedule

-Bi-weekly Leadership Team Meetings -Department Meetings

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, data will be used to redirect classroom instruction and provide opportunities for remediation.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Bi-weekly Leadership Team Meetings Department Meetings

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

G5. Based on student performance on EOC examinations in Algebra 1 , students scoring at a 3 or above on the 2014 Algebra 1 EOC will increase by 4 percentage points to 33%.

G5.B1 An analysis of the 2013 Algebra 1 EOC data reveals that Students had difficulty with all three Reporting Categories: Functions, Linear Equations, Inequalities, Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.

G5.B1.S1 Provide all student s with opportunities to solve linear equations in one variable that include simplifying algebraic expressions; also, provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

Action Step 1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

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

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data derived from bi-weekly Assessments; Interim Assessments Results from the 2014 Algebra 1 EOC Test.

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Bi-weekly Assessments; Interim Assessments Results from the 2014 FCAT Math Test

G5.B1.S2 Students will participate in weekly mini-assessments on tested benchmarks

Action Step 1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials [copy]

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 EOC Algebra 1 Test. District Interim Assessments; Weekly Mini-assessments

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

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data derived from weekly mini-assessments on tested benchmarks; Interim assessment data Results from the 2014 Algebra 1 EOC exam.

Plan to Monitor Effectiveness of G5.B1.S2

Following the FCIM, data derived from assessments will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data derived from weekly mini-assessments; Interim Assessment data Results from the 2014 Algebra 1 EOC exam

G6. Based on student performance on the 2013 administration of the 2013 FCAT, students scoring at 3 or above on the 2014 FCAT 2.0 science test will increase by 7 percentage points to 12%.

G6.B1 As noted on the 2013 FCAT 2.0 science administration, students had difficulty in all four Reporting Categories. Category 1: Nature of Science; Reporting Category 2: Earth and Space Science; Reporting Category 3, Physical Science; and Reporting Category 4 Life Science. Students lack the ability to correlate the different aspects of the four domains of science.

G6.B1.S1 •Teachers will help students identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

Action Step 1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

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

Following the FCIM model, data will be used to redirect classroom instruction and provide information for remediation.

Person or Persons Responsible

Science Teachers Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Administrators along with the LLT will review data from district and bi-weekly assessments.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 FCAT Math Test. District Interim Assessments; Bi-weekly Assessments

G7. Based on student performance on the 2013 administration of the FCAT, students scoring at 3 or above on the 2014 Biology EOC exam will increase 7 percentage points to 21%.

G7.B1 According to the results of the Biology 1 EOC Assessments 71% of students scored a Level 3; however, students need additional practice with refining and evaluating scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion

G7.B1.S1 Teachers will incorporate inquiry-based virtual science experiments. Teachers will implement technology-enhanced instruction that uses online-virtual manipulatives.

Action Step 1

Following the FCIM, teachers will use Gizmos to provide students with opportunities to enhance their understanding of inquiry-based virtual experiments.

Person or Persons Responsible

High School Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 FCAT Math Test.

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

Following the FCIM model, data will be used to redirect classroom instruction and provide opportunities for differentiated instruction.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 FCAT Math Test.

Plan to Monitor Effectiveness of G7.B1.S1

Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 FCAT Math Test.

G7.B1.S2 Foster and increase students' abilities to articulate through narrative or annotated visual representation how scientific explanations are refined or revised with acquisition of new information based on experimentation.

Action Step 1

Students will participate in inquiry-based science experiments and will describe conclusions drawn from conducting experiments.

Person or Persons Responsible

High School Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments Summative Assessment: Scores from the 2014 administration of the Biology EOC Test

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments Summative Assessment: Scores from the 2014 administration of the Biology EOC Exam.

Plan to Monitor Effectiveness of G7.B1.S2

Following the FCIM, data will be used to redirect classroom instruction and provide for classroom tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments : District Interim Assessments; Bi-weekly Assessments Summative Assessment: Scores from the 2014 administration of the Biology EOC Exam.

G8. Based on graduation data for the 2012-13 school year, the school will increase the number of students graduating in 4 years by 2 percentage points to 17%.

G8.B1 Data reflects that students are dropping out of school because they have difficulty meeting FCAT graduation requirements. Students are also discouraged because they lack the number of credits needed for graduation.

G8.B1.S1 •Identify retained students in all grade levels. Provide current status information, a plan for students and options available to them (e.g. Adult Education, Virtual School). •Monitor nine-week grading reports to provide assistance to students who need additional academic counseling and intervention programs.

Action Step 1

•Conduct individual conferences with parents and students to address individual academic needs for graduation.

Person or Persons Responsible

Literacy Leadership Team Student Services Dept

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos report on graduation rate

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

•MTSS/RtI will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements.

Person or Persons Responsible

Lieracy Leadership Team Student Services Department

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos report on graduation rate 2014 FCAT data reports

Plan to Monitor Effectiveness of G8.B1.S1

MTSS/Rtl will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Cognos report on graduation rate 2014 FCAT data reports

G9. •In analyzing and monitoring the Early Warning Systems, our school will increase attendance by 3 percentage points to 87% by minimizing the number of students missing 10% of instructional time due to and truancy, and students failing more than 2 courses.

G9.B1 students missed 10% or more of instructional time due to illnesses and truancy, students may have failed mathematics courses, students may have failed English/Language Arts courses and may have failed two or more courses in any subject and students received two or more behavior referrals.

G9.B1.S1 •Identify retained students in all grade levels. Provide current status information, a plan for students and options available to them (e.g. Adult Education, Virtual School). •Monitor nine-week grading reports to provide assistance to students who need additional academic counseling and intervention programs.

Action Step 1

MTSS/Rtl team will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements.

Person or Persons Responsible

Administrators MTSS/Rtl team Student Services Department

Target Dates or Schedule

Ongoing

Evidence of Completion

School-wide Attendance Data

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

MTSS/RtI team will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements

Person or Persons Responsible

Administration MTSS/RtI Team Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

School-wide Attendance Data

Plan to Monitor Effectiveness of G9.B1.S1

MTSS/RtI team will review FCAT data and graduation requirements on a monthly basis. Effectiveness will be determined by the percentage of students passing the FCAT and completing graduation requirements

Person or Persons Responsible

Administration MTSS/RtI team Student Services

Target Dates or Schedule

Ongoing

Evidence of Completion

School-wide Attendance Data

G10. Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

G10.B1 An analysis of the District Interim Assessment indicates that students taking Civics courses had difficulty reading and interpreting maps, charts, and timelines.

G10.B1.S1 •Utilize District-published lesson plans with assessments aligned to test End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

•Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 Civics EOC Assessment. District Interim Assessments; Bi-weekly Assessments

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

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 Civics EOC Assessment.

Plan to Monitor Effectiveness of G10.B1.S1

. Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 Civics EOC Assessment

G10.B2 According to the results of the U.S. History EOC Assessments students need additional opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history

G10.B2.S1 •Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

Action Step 1

Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 EOC U.S. History Test.

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

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 EOC U.S.History Test.

Plan to Monitor Effectiveness of G10.B2.S1

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 EOC U.S.History Test.

G10.B2.S2 Provide activities that allow students to interpret primary and secondary sources of information.

Action Step 1

Provide opportunities for students to master Common Core Standards for Literacy, Writing, and Speaking, through Civics content.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessments; Bi-weekly Assessments Summative Assessments: Results from the 2014 Civics EOC Assessment.

Plan to Monitor Fidelity of Implementation of G10.B2.S2

Following the FCIM, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessments; Bi-weekly Assessments Summative Assessments; Results from the 2014 Civics EOC Assessment

Plan to Monitor Effectiveness of G10.B2.S2

Following the FCIM, data will be used to redirect instruction and provide opportunities for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments: District Interim Assessments; Bi-weekly Assessments Summative Assessments: Results from the 2014 Civics EOC Assessment

G11. Ensure that all U.S. History students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery.

G11.B1 An analysis of the District Interim Assessment indicates that students had difficulty reading and interpreting maps, charts, and timelines.

G11.B1.S1 Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content

Action Step 1

Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 U.S. History EOC assessments.

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

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

District Interim Assessments; Bi-weekly Assessments Results from the 2014 Civics EOC Assessment

Plan to Monitor Effectiveness of G11.B1.S1

Administrators along with the LLT will review data from district and bi-weekly assessments. Following the FCIM model, data will be used to redirect classroom instruction and provide information for tutorials

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from the 2014 Civics US History Assessment District Interim Assessments; Bi-weekly Assessments,

G12. Our overall goal is to increase the number of students pursuing careers in Science, Technology, Engineering and Mathematics.

G12.B1 Because our student enrollment is fluid, few opportunities for advanced level STEM learning activities are held within our school.

G12.B1.S1 Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities

Action Step 1

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities.

Person or Persons Responsible

Math and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor student science assignments weekly to ensure compliance with STEM guidelines. Math and Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance.

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

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor student science and mathematics assignments weekly to ensure compliance with STEM guidelines. Math and Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance

Plan to Monitor Effectiveness of G12.B1.S1

Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during Career Technical Student Organization (CTSO) competitions (FBLA, TSA, Skills USA, HOSA, etc.) and other events, such as Fairchild Challenge, Miami Dade Youth Fair Robotics competitions, etc.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrators will monitor student science assignments weekly to ensure compliance with STEM guidelines. Math and Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide school- wide compliance

G13. Our overall goal is to increase the awareness of Career Academies and Technical Education.

G13.B1 Career academy students are not in cohort schedule with academic and CTE teachers, therefore students will have to prepare for and test industry certifications through registered career-themed courses.

G13.B1.S1 Teachers enhance intermediate and advanced CTE curriculum using Project Based Learning or Unwrapping CTE Standards, (online training offered by FACTE through school year.)

Action Step 1

Provide students with opportunities for Project Based Learning that will combine career themed instruction with common academic instruction.

Person or Persons Responsible

Elective Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

The number of students participating in CTE competitions

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

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

The number of students participating in CTE competitions

Plan to Monitor Effectiveness of G13.B1.S1

Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

The number of students participating in CTE competitions

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

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.

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.

Appendix 2: Budget to Support School Improvement Goals