2013-2014 SCHOOL IMPROVEMENT PLAN

Robert Morgan Educational Center

18180 SW 122ND AVE

Miami, FL 33177

305-253-9920

http://rmec.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	73%

Alternative/ESE Center	Charter School	Minority Rate
No	No	90%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Robert Morgan Educational Center

Principal
Kimberly Davis Y

School Advisory Council chair
Patty Rucker-Williams

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

Name	Title
Kimberly Y. Davis	Principal
Marcus Miller	Vice Principal
Ricardo Blanco	Assistant Principal
Jennifer Rodriguez-Ledesma	Assistant Principal

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

Principal
Assistant Principal
Assistant Principal
EESAC Chairperson
EESAC Chairperson
Teacher
Teacher
Teacher
Teacher
Teacher
Alternate Teacher
Teacher
Teacher
Teacher

Teacher
Employee
Alternate Employee
Parent
Parent
Parent
Parent
Alternate Parent
Student
Student
Alternate Student
Student
Student
Business/Community Representative
Business/Community Representative
Business/Community Representative
Business/Community Representative
Business/Community Representative
Business/Community Representative
Business/Community Representative

Involvement of the SAC in the development of the SIP

Recommendations by SAC members were made to the school administration with the purpose of implementing them in the 2013-2014 SIP.

Activities of the SAC for the upcoming school year

Sac committee members will meet on a monthly basis to ensure that school improvement functions are addressed and implemented appropriately.

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

EESAC has agreed to contribute $10,000.00 towards our afterschool tutoring program.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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

Administrators

of administrators
4

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kimberly Davis Y		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	Degrees *Master's in Mathematics Education *Bachelor's in BusinessAdministration Certifications *Mathematics 6-12 *Middle Grades Math *Educational Leadership
Performance Record	2012-2013 – Pending Reading – 65% Math – 74% Rdg. Lg. – 70% Math Lg. – 73% Rdg. Low 25% - 69% Math Low 25% - 62% Rdg. AMO – No Math AMO - Yes 2011- 2012 – A Reading –63% Math – 79% Rdg. Lg. – 68% Math Lg. – 67% Rdg. Low 25% - 77% Math Low 25% - 56% Rdg. AMO – Math AMO – 2010-2011, 2009-2010, 2009-2008 A, A, B High Standards Reading 64 64 56 High Standards Math 79 78 86 Lrng Gains – Rdg. 68 56 60 Lrng.Gains – Math 67 79 81 Gains – Rdg – 25% 77 44 52 Gains – Math – 25% 56 65 67

Jennifer Rodriguez-Ledesma		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	Degrees *Bachelor's in Special Education *Master's in Educational Leadership Certifications *Specific Learning Disabilities K-12 *Educational Leadership
Performance Record	2012-2013 – Pending Reading – 65% Math – 74% Rdg. Lg. – 70% Math Lg. – 73% Rdg. Low 25% - 69% Math Low 25% - 62% Rdg. AMO – No Math AMO - Yes 2011- 2012 – A Reading –63% Math – 79% Rdg. Lg. – 68% Math Lg. – 67% Rdg. Low 25% - 77% Math Low 25% - 56% Rdg. AMO – Math AMO – 2010-2011, 2009-2010, 2009-2008 A, A, B High Standards Reading 64 64 56 High Standards Math 79 78 86 Lrng Gains – Rdg. 68 56 60 Lrng.Gains – Math 67 79 81 Gains – Rdg – 25% 77 44 52 Gains – Math – 25% 56 65 67

Ricardo Blanco		
Asst Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Degrees *Bachelor's ofScience in Biology *Master's of Science in Educational Leadership Certifications *Biology (6-12) *Earth Space (6-12) *Educational Leadership
Performance Record	2012-2013 – Pending Reading – 65% Math – 74% Rdg. Lg. – 70% Math Lg. – 73% Rdg. Low 25% - 69% Math Low 25% - 62% Rdg. AMO – No Math AMO - Yes 2011- 2012 – A Reading –63% Math – 79% Rdg. Lg. – 68% Math Lg. – 67% Rdg. Low 25% - 77% Math Low 25% - 56% Rdg. AMO – Math AMO – 2010-2011, 2009-2010, 2009-2008 A, A, B High Standards Reading 64 64 56 High Standards Math 79 78 86 Lrng Gains – Rdg. 68 56 60 Lrng.Gains – Math 67 79 81 Gains – Rdg – 25% 77 44 52 Gains – Math – 25% 56 65 67

Marcus Miller		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	Bachelors: Kansas State University-Social Science Masters: Nova Southeastern University-Social Science Specialist: Nova Southeastern University-Educational Leadership Certifications: Social Science 6-12 Ed Leadership (all levels)
Performance Record	2012-2013 - C Reading – 45% Math – 42% Rdg. Lg. –59% Math Lg. – 65% Rdg. Low 25% - 67% Math Low 25% - 67% Rdg. AMO – Math AMO – 2011-2012 -D Reading – 42% Math – 42% Rdg. Lg. –13% Math Lg. – 56% Rdg. Low 25% - 70% Math Low 25% - 64% Rdg. AMO – Math AMO – North Miami Middle School 2010-2011, 2009-2010, 2009-2008 D, D, C Reading Mastery: 41,33,37 Math Mastery: 39, 37, 34 Science Mastery: 14, 9 Reading Gains: 57, 49,68 Math Gains: 65, 60, 66 Reading Lowest: 25%: 63, 65, 76 Math Lowest: 25%: 71, 65

Classroom Teachers

# of classroom teachers
97

receiving effective rating or higher
97, 100%

Highly Qualified Teachers
100%

certified in-field
97, 100%

 # ESOL endorsed

14, 14%

 # reading endorsed

71, 73%

 # with advanced degrees

44, 45%

 # National Board Certified

7, 7%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

7, 7%

 # with 6-14 years of experience

44, 45%

 # with 15 or more years of experience

46, 47%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

, 0%

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

The Vice Principal conducts monthly beginning teacher meetings in order to retain highly qualified teachers.
Additionally, the vice principal assigns all new teachers to veteran teachers providing the new teacher with additional support and mentoring.
Lastly, through the partnerships established with colleges and university programs, recruitment of highly qualified teachers takes place. Once the teachers have been assigned to the school site, leadership opportunities are available with the different academies.

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

Partnerships are usually driven by the academy the teachers are members of. The veteran (mentor) teacher possesses leadership skills and qualities that will provide the mentee with quality experiences to further enhance quality teaching.

The administrators and department chairperson conduct meetings monthly to review school policies, procedures, and provide additional support as needed.

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 principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts
assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The vice principal assists in the implementation of the principal's vision to use data-based decision-making,
ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school
staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The assistant principals assist in the implementation of the principal's vision to use data-based decision-making,
ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff,
ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS
plans and activities.

Department Chairpersons in the areas of Mathematics, Language Arts, Science, and Social Studies provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Additionally, the Reading Department Chairperson provides guidance on 9-12 reading plan; develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based
curriculum/behavior assessment and intervention approaches. 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;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Lastly, the Professional Development Liaison provides professional development and technical assistance to teachers regarding data-based instructional planning.

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

The Leadership Team focuses meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students?
The team meets bi-weekly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the
grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or
at high risk for not meeting benchmarks. Based on the above information, the team will identify professional
development and resources. The team will also collaborate regularly, problem solve, share best practices,
evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate
the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Members of the MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help
develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas
that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship);
facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes
and procedures.

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

Baseline data:
•Florida Comprehensive Assessment Test (FCAT)
•Florida Assessment for Instruction in Reading (FAIR)
•District's Fall Baseline Assessment
•Edusoft
•Cognos
Progress Monitoring:
•Florida Assessment for Instruction in Reading (FAIR)
•Interim Assessments – Fall & Winter
Midyear:
•Florida Assessments for Instruction in Reading (FAIR)
•Edusoft
•Cognos
End of year:

•Florida Assessments for Instruction in Reading (FAIR)
•Florida Comprehensive Assessment Test (FCAT)
•Edusoft
•Cognos
Leadership Team Data Analysis Meetings:
•FAIR (quarterly)
•Interim/District Assessments (quarterly)
FCAT - (annually)
•Edusoft

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

Professional development will be provided during teachers' common planning time and small sessions will

occur throughout the year. Additional professional development will be provided during department meetings, early release activities and during faculty meetings.
The RtI team will also evaluate additional staff PD needs during the biweekly RtI Leadership Team meetings.

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: 5,040

Teachers in the areas of Mathematics and Language Arts provide supplemental instructional after school to students who need additional support or wish to enhance their subject knowledge base

Strategy Purpose(s)

• Instruction in core academic subjects

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

Tutoring logs are used to monitor students attendance. Collaboration/consultations with classroom teachers, students, and parents to review students performance to determine an increase in student achievement.

Who is responsible for monitoring implementation of this strategy?

The classroom teachers and administation will monitor effective implementation of program as evidenced by an increase in interim assessments, class assignments/projects, FCAT 2.0, and applicable End of Course exams.

Literacy Leadership Team (LLT)

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

Name	Title
Kimberly Y. Davis	Principal
Marcus Miller	Vice Principal
Ricardo Blanco	Assistant Principal
Jennifer Rodriguez-Ledesma	Assistant Principal
Omelia Summerson	Test Chair
Teresa Malouf	Language Arts Department Chair
Dennis Williams	Mathematics Department Chair
Angela Bouza-Kaufman	Science Department Chair
Deborah Gembicki	Social Studies Department Chair
Vivian Vieta	CTE Teacher Facilitator
Paul Hanson	SPED Department Chair
Kim Anderson	Student Services Chair

How the school-based LLT functions

The team will meet six times a year to plan and coordinate school-wide literacy functions which may include:
*Book clubs
*Book studies
*Reading Chains
*Literacy Classroom Makeovers
*School Wide Literacy Day

Major initiatives of the LLT

The major initiatives will strive to meet two goals: Creating literacy role models among staff, and motivating
students to read. Monthly meetings will be conducted during the school wide planning time. A professional
development (PD) plan offering master plan points (MPP) is scheduled for the 2013-2014, including sessions
on incorporating literacy across the curriculum. The LLT will create and implement literacy
partnerships amongst students, parents and teachers to promote literacy at Robert Morgan Educational
Center.

Every Teacher Contributes to Reading Instruction

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

Children who are behind in reading are not the only children who benefit from being taught specific reading
strategies. By introducing/modeling a variety of reading strategies at faculty meetings, departmental
meetings and by offering professional developments, such as CRISS training, that emphasize utilizing reading
strategies in the content areas, will ensure that all teachers are implementing effective reading strategies in
their classrooms. In all content areas, the Reading Department Chair will introduce and model a new reading
strategy monthly which will ensure that effective reading strategies are being implemented in the

classroom.
The Vice Principal will monitor that the monthly reading strategy is being used 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

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended
major. The academy programs ensure content related to a career of study, and focus on job skills and offer
internship opportunities.
Students are also given the opportunity to participate in co-curricular clubs and further explore career options and participate in competitions at the district, state and national level.

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

RMEC offers the following Career Academies and Strands:
Academy of Design Arts & Entertainment
- Commercial Art Technology
- Graphic Animation
- TV Production
The Design Arts & Entertainment Academy represents the wave of the future. Students will be involved in
multimedia activities such as live broadcasting, commercial art, and graphic animation. Hands on experience
with our state of the art equipment will prepare students for careers in design arts and television.
Academy of Engineering
- Engineering Technology
The Engineering Academy presents the cutting edge of technology in the field of Engineering. Students with
an interest in math and science have the opportunity to develop and showcase their talents and abilities in
this academy.
Academy of Health Science
- Dental Aide
- Medical Assisting
- Nursing
- Physical Therapy
- Sports Medicine
- Veterinary Assisting
The Health Sciences Academy offers a multitude of programs designed to meet the interests of any student
interested in pursuing a career in health care. Our programs are designed to fulfill predicted critical shortage
areas in the health services industry. State of the art equipment, school site working labs, direct clinical
experiences on site medical facilities and high level math and science courses provide students with a
well -rounded background to meet today's medical needs.
Academy of Hospitality & Tourism (AOHT)
The Academy of Hospitality & Tourism (AOHT) prepares students for hospitality and tourism careers with

a
focus on business marketing and management. AOHT is affiliated with the National Academy
Foundation
(NAF); DECA, an Association of Marketing Students; and The American Hotel and Lodging Association.
The
program provides training for entry-level management positions in lodging, food service, travel, tourism,
and
sporting/entertainment events.
Academy of Information Technology & Business Services
- Computer Electronics Technology
- International Business
Information Technology & Business Services students may choose from exciting and profitable fields
such as
Computer Electronics Technology and International Business. Internships may be available.
Academy of Specialty Service Industries
- Cosmetology
- Culinary Arts
- Early Childhood Education
The Specialty Service Industries Academy covers three diverse strands that have been identified as
growth
areas in the 21st century. It offers rigorous curriculum in Cosmetology, Culinary Arts, and Early
Childhood
Education, which provides students opportunities for success in these service industries.
Academy of Technical Career Services
- Major Appliance Technology
- Automotive Youth Education Systems (AYES)
The School-to-Career Initiative is exemplified in the Technical Career Services Academy. Students will
be
given hands-on experience with the mechanical and technological aspects of careers in each strand
while
maintaining high academic standards. Within the framework set by industry and government, this
academy
offers a curriculum that meets the needs of the participants and the growing industry.
Academy of Visual and Performing Arts
- Band (Music for Stage & Screen)
- Chorus
- Dance
- Drama
- Sound & Recording Engineering
- Strings (Orchestra)
- Visual Arts
Students enrolled in this academy will have the opportunity to acquire knowledge in the rapidly growing
area
of arts and entertainment. This academy is geared towards live stage performance and the performing
arts.

Strategies for improving student readiness for the public postsecondary level

Guidance counselors will conduct "credit analysis" reviews with every 12th grader in order to determine if
graduation requirements are on target and if post secondary goals are near completion. Students have
access to their portal and electronic portfolios which both contain vital information as it relates to a
student's academic record.
Additionally, RMEC will continue to sponsor open dialogue with local, state and national level colleges/

universities and/or vocational programs. RMEC will maintain a collaborative relationship with district support staff in order to provide students current and accurate information through the post graduation transition process.

Lastly, through both beginning and mid year orientations, students are presented with a plethora of information which includes resourses and information on college readiness preparation.

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	69%	65%	No	72%
American Indian				
Asian	76%	54%	No	78%
Black/African American	67%	59%	No	70%
Hispanic	68%	66%	Yes	71%
White	80%	68%	No	82%
English language learners	40%	30%	No	46%
Students with disabilities	39%	41%	Yes	45%
Economically disadvantaged	66%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	366	31%	33%
Students scoring at or above Achievement Level 4	408	34%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	47	80%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	56%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	51%	56%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		76%	78%

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	425	69%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	74%	Yes	64%
American Indian				
Asian				
Black/African American	56%	69%	Yes	60%
Hispanic	62%	74%	Yes	66%
White	57%	79%	Yes	61%
English language learners	67%	64%	No	70%
Students with disabilities	44%	45%	Yes	50%
Economically disadvantaged	61%	75%	Yes	65%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		73%	76%
Students in lowest 25% making learning gains (EOC)		62%	66%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		66%	69%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	185	51%	53%
Students scoring at or above Achievement Level 4	62	17%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	188	40%	42%
Students scoring at or above Achievement Level 4	140	29%	30%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	269	52%	54%
Students scoring at or above Achievement Level 4	101	19%	20%

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)	4		
Participation in STEM-related experiences provided for students	143	47%	52%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	132	47%	52%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		73%	78%
Students taking one or more advanced placement exams for STEM-related courses	24	66%	52%
CTE-STEM program concentrators	130		52
Students taking CTE-STEM industry certification exams	24	38%	40%
Passing rate (%) for students who take CTE-STEM industry certification exams		73%	78%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1750	79%	84%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	490	28%	33%
Completion rate (%) for CTE students enrolled in *accelerated* courses		45%	50%
Students taking CTE industry certification exams	287	16%	21%
Passing rate (%) for students who take CTE industry certification exams		79%	84%
CTE program concentrators	1200	70%	75%
CTE teachers holding appropriate industry certifications	14	90%	95%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	221	10%	9%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	75	13%	12%
Students with grade point average less than 2.0	207	10%	9%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	195	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	263	12%	11%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	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)	511	89%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	58	77%	79%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	512	89%	89%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal for the 2013- 2014 school year is to increase parent participation in school functions to 16% as it relates to their children's academic endeavors. During the previous school year, parent sign-in logs indicated that only 12% of parents attended a school function.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental participation.	264	12%	16%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.

G2. On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.

G3. During the 2012-2013 school year 12% of the parents participated in school functions. Our goal for 2014 is to increase to 16%

G4. 74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.

G5. On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.

G6. During the 2012-2013 school year 47% of the students participated in STEM related experiences. Our goal for 2014 is to increase the participation of students in STEM related experiences to 52%.

G7. Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).

G8. During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.

G9. During the 2012-2013 school year 10% of the students missed instructional time. Our goal for the 2013-2014 school year is to decrease to 9%. In addition, we will maintain our graduation rate of 90%.

Goals Detail

G1. On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Intensive Reading Program (Jamestown Navigator & Reading Plus)

- USA Today

- Teacher produced/research based supplementary materials.

Targeted Barriers to Achieving the Goal
- 31% of the students scored a level 3 on the 2013 FCAT. The expected level of performance was 37%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- 59% of the Black students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 70%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- 30% of the ELL students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 40%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- 41% of the ED students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 66%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- 54% of the Asian students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 76% The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- 70% of the students made learning gains on the 2013 FCAT. The expected level of performance was 73%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- Based on the 2013 FCAT, 69% of the students who were in the lowest 25%, made learning gains on the 2013 FCAT. The expected level of performance was 72%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

- The ELL students scoring proficient in listening and speaking will continue to rise as the trend shows. Actual performance 2013 - 80% Goal: Projected target 2014 - 82% Students practicing speaking and listening at grade level expectations as cited in ELA CCSS.

- The ELL students scoring proficient in reading will continue to rise as the trend shows. Actual performance 2013 - 56% Goal: Projected target 2014 - 60% Barrier – Students read and practice analysis, vocabulary using grade level text (fiction and nonfiction) as cited in ELA CCSS

- The ELL students scoring proficient in writing will continue to rise as the trend shows. Actual performance 2013 - 51% Goal: Projected goal 2014 = (56%) Barrier – Students write at grade level in conventions and content as cited in ELA CCSS

Plan to Monitor Progress Toward the Goal

through daily instruction, assessments, and adminsitrative classroom visitations.

Person or Persons Responsible
The department chair and administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
*Interim Assessments, *Formative Assessments *Student work *FCAT 2.0

G2. On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.

Targets Supported
- Writing

Resources Available to Support the Goal
- *In house professional development
- *Condunct mini writing workshops
- *Writing across the curriculum

Targeted Barriers to Achieving the Goal
- The expected performance of 95% in the 2013 FCAT Writing was not met.

Plan to Monitor Progress Toward the Goal

Interim Assesments

Person or Persons Responsible
The administration will ensure that interim assessments are administered and that instruction is being implemented in order to increase student achievement.

Target Dates or Schedule:
Fall, Winter, and Spring

Evidence of Completion:
results from all assessments, teacher feedback, all class assignments and projects, FCAT Writing results.

G3. During the 2012-2013 school year 12% of the parents participated in school functions. Our goal for 2014 is to increase to 16%

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- PTO

Targeted Barriers to Achieving the Goal
- The participation rate of parents who attend shcool functions will increase in order to raise PTO membership.

Plan to Monitor Progress Toward the Goal

attend meetings/workshops held for parents

Person or Persons Responsible
The administrator

Target Dates or Schedule:
quarterly

Evidence of Completion:
increased PTO membership

G4. 74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- textbooks (paper copy and online)
- graphing and sceintific calculators
- use of the computer labs
- smart boards.

Targeted Barriers to Achieving the Goal
- The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.
- The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.

Plan to Monitor Progress Toward the Goal

for the purpose of increasing student achievment

Person or Persons Responsible
The classroom teacher

Target Dates or Schedule:
daily

Evidence of Completion:
successful results on the Algebra EOC/Geometry EOC

G5. On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- teacher produced/research based supplemenatry materials, online websites, periodicals, current events, textbooks

Targeted Barriers to Achieving the Goal
- The targeted weak area is molecular and cellular biology for 2014 as evidenced by the 2013 Biology EOC

Plan to Monitor Progress Toward the Goal

through daily instruction, assessments, and adminsitrative classroom visitations.

Person or Persons Responsible
The department chair and administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
quizzes *worksheets * improvement on district assessments *student led discussion *monitored by instructor *increased scores on the Biology EOC

G6. During the 2012-2013 school year 47% of the students participated in STEM related experiences. Our goal for 2014 is to increase the participation of students in STEM related experiences to 52%.

Targets Supported
- STEM
- STEM - High School

Resources Available to Support the Goal
- Fairchild Challenge
- Science Fair

Targeted Barriers to Achieving the Goal
- Teacher participation has been a barrier due to the additional work load.

Plan to Monitor Progress Toward the Goal

will share the benefits of participating in the STEM related experiences and how it relates to the establishment of a well rounded curriculum.

Person or Persons Responsible
The department chair

Target Dates or Schedule:
monthly

Evidence of Completion:
competitions

G7. Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).

Targets Supported
- CTE

Resources Available to Support the Goal
- various computer software programs

Targeted Barriers to Achieving the Goal
- Depending on student's academic performance, first priority for course scheduling are required classes for graduation and/or Intensive Reading. Therefore, many students are unable to register in more than one CTE (academy course) per school year which delays their CTE performance and ICE readiness.

Plan to Monitor Progress Toward the Goal

will ensure that teachers are incorporating test taking strategies throughout content lessons.

Person or Persons Responsible
The CTE facilitator/deaprtment chair

Target Dates or Schedule:
quarterly

Evidence of Completion:
*Passing the Industry Certification Exam

G8. During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.

Targets Supported
- U.S. History EOC

Resources Available to Support the Goal
- Textbook (paper and online)
- Teacher created/research based supplementary materials

Targeted Barriers to Achieving the Goal
- The 2013 U.S. History EOC revealed that the targeted area for 2014 is: The U.S. and the Defense of the International Peace.

Plan to Monitor Progress Toward the Goal

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible
The department chair and administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
*Interim Assessments, *Formative Assessments *Student work *successful results on the U.S. History EOC

G9. During the 2012-2013 school year 10% of the students missed instructional time. Our goal for the 2013-2014 school year is to decrease to 9%. In addition, we will maintain our graduation rate of 90%.

Targets Supported
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- School Resource Officer
- School social worker
- Guidance Counselor

Targeted Barriers to Achieving the Goal
- During the 2012-2013 school year 12% of the students received suspensions based on referrals, 13% of 9th graders failed two or more courses, and 10% of the students had GPA's under the 2.0 district requirement. Our goal for 2014 is to decrease the suspensions to 11%, decrease 9th grade failures to 12%, and decrease the student's who are under the 2.0 requirement to 9%.

Plan to Monitor Progress Toward the Goal

monitor student attendance, grades, and behavior.

Person or Persons Responsible
The teacher and administration

Target Dates or Schedule:
daily

Evidence of Completion:
*Interim Assessments, *Formative Assessments *Student work *Promotion to the next grade level/ graduation

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.

G1.B1 31% of the students scored a level 3 on the 2013 FCAT. The expected level of performance was 37%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B1.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

daily

Evidence of Completion

*FCAT 2.0 2013 *District Baseline *Interim Assessments, *Formative Assessments

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and adminisitrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B1.S1

through daily instruction, assessments, and adminsitrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B3 59% of the Black students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 70%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B3.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*FCAT 2.0 2013 *District Baseline *Interim Assessments *Formative Assessments

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B3.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B4 30% of the ELL students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 40%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B4.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B4.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B5 41% of the ED students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 66%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B5.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B5.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B6 54% of the Asian students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 76% The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B6.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B6.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B7 70% of the students made learning gains on the 2013 FCAT. The expected level of performance was 73%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B7.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B7.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B8 Based on the 2013 FCAT, 69% of the students who were in the lowest 25%, made learning gains on the 2013 FCAT. The expected level of performance was 72%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B8.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G1.B8.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G1.B9 The ELL students scoring proficient in listening and speaking will continue to rise as the trend shows. Actual performance 2013 - 80% Goal: Projected target 2014 - 82% Students practicing speaking and listening at grade level expectations as cited in ELA CCSS.

G1.B9.S1 Teachers and students will participate in the 2 part process of modeling speech and listening using evaluation and analysis. This will take place incorporating narrative and expository text and presentations.

Action Step 1

students in ESOL through language arts and developmental reading will need to orally respond to text and speech and evaluate oral responses.

Person or Persons Responsible

The teacher

Target Dates or Schedule

daily

Evidence of Completion

*formal and informal assessments in class, --*quarterly presentations (1 per nine weeks), *spring CELLA assessment

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair

Target Dates or Schedule

quarterly

Evidence of Completion

*formal and informal assessment in class, *quarterly presentations (1 per nine weeks), and *spring CELLA assessment

Plan to Monitor Effectiveness of G1.B9.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *Cella

G1.B10 The ELL students scoring proficient in reading will continue to rise as the trend shows. Actual performance 2013 - 56% Goal: Projected target 2014 - 60% Barrier – Students read and practice analysis, vocabulary using grade level text (fiction and nonfiction) as cited in ELA CCSS

G1.B10.S1 Vocabulary will be highlighted and focused upon – especially in nonfiction text situations. In addition in meeting the ELA grade expectations Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text.

Action Step 1

will chose grade level fiction and nonfiction text using the zone of proximal development as a guide every class period students in ESOL through language arts and developmental reading students will read for analysis, vocabulary development, and increased comprehension

Person or Persons Responsible

The teacher

Target Dates or Schedule

daily

Evidence of Completion

*formal and informa assessments *CELLA results

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work *CELLA

Plan to Monitor Effectiveness of G1.B10.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work *CELLA

G1.B11 The ELL students scoring proficient in writing will continue to rise as the trend shows. Actual performance 2013 - 51% Goal: Projected goal 2014 = (56%) Barrier – Students write at grade level in conventions and content as cited in ELA CCSS

G1.B11.S1 Writing for purpose will be highlighted and focused upon – especially in connection to reading. In addition in meeting the ELA grade expectations, students will have an expected practice of writing daily in journals and logs, in addition to weekly essays or comprehensive writing assignments.

Action Step 1

will model grade level writing; teach specifications in conventions and rhetoric and finally incorporate the process of peer editing

Person or Persons Responsible

The teacher

Target Dates or Schedule

daily

Evidence of Completion

*District Baseline and interim assessments, *formative assessments (formal and informal) *CELLA

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work *CELLA

Plan to Monitor Effectiveness of G1.B11.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work *CELLA

G2. On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.

G2.B1 The expected performance of 95% in the 2013 FCAT Writing was not met.

G2.B1.S1 *Professional development in direct correlation to students' writing achievement and/or improvement. This will be done as a result of meetings attended with FIU and a goal of college readiness in students' writing abilities. Additionally, the Implementation of common core writing standards reinforcing the need for contextual expression.

Action Step 1

will participate in department professional development scheduled with grade level teams to break the barrier.

Person or Persons Responsible

Teachers

Target Dates or Schedule

*monthly *as needed,

Evidence of Completion

*Assigned deadlines for discussion and planning of scope and sequence by grade level (dealing with writing achievement). *District issued interim assessments *Incorporation of the writing exemplars as noted in the CCSS. * Deadline adherence to writing goals – beginning, mid and end of year achievement *Diagnostic (baseline) and exiting grade level assessment. *student work samples/folders *FCAT Writing results

Facilitator:

Participants:

Teachers

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

informal and formal observations

Person or Persons Responsible

The administration

Target Dates or Schedule

monthly

Evidence of Completion

student produced work

Plan to Monitor Effectiveness of G2.B1.S1

informal and formal observations

Person or Persons Responsible

The administration

Target Dates or Schedule

monthly

Evidence of Completion

72% of 10th graders scoring at 3.5 or higher on the 2014 FCAT Writing

G3. During the 2012-2013 school year 12% of the parents participated in school functions. Our goal for 2014 is to increase to 16%

G3.B1 The participation rate of parents who attend shcool functions will increase in order to raise PTO membership.

G3.B1.S1 Conduct a meeting/workshop during functional hours for the working parent to explain the benefits of joining the PTO.

Action Step 1

conduct meeting/training to raise parent awareness and increase PTO involvement.

Person or Persons Responsible

PTO and administration

Target Dates or Schedule

quarterly

Evidence of Completion

Increased PTO membership

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

attend meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

increased PTO membership

Plan to Monitor Effectiveness of G3.B1.S1

attend meetings

Person or Persons Responsible

The adminsitration

Target Dates or Schedule

quarterly

Evidence of Completion

increased PTO membership

G4. 74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.

G4.B1 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G4.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials. *Collaboration of Curriculum Council to focus on tier intervention and use ongoing formative assessment. *Teachers will incorporate inquiry learning and technology in developing the student-centered approach; Implement CCSS Mathematical Practice.

Action Step 1

for the purpose of increasing student achievement specifically in the area of polynomials.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

daily

Evidence of Completion

*quizzes, *worksheets, *improvement on district assessments monitored by instructor *Algebra EOC

Facilitator:

Math Department Chair

Participants:

The classroom teacher

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G4.B1.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G4.B2 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.

G4.B2.S1 Teachers will utilize different levels of understanding: visual, analytic, abstract in order to provide hands-on experience to increase their students knowledge on Trigonometry and Discrete Mathematics. *Students focus on investigations and developing formal deduction and proof, and collaborate to learn. *Collaboration of Curriculum Council to assist Geometry teachers with student data; Implement CCSS Mathematical Practice

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: trigonometry and discrete mathematics.

Person or Persons Responsible

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

Facilitator:

Math Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G4.B2.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G5. On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.

G5.B1 The targeted weak area is molecular and cellular biology for 2014 as evidenced by the 2013 Biology EOC

G5.B1.S1 Incorporate non-text articles (periodicals, current events, etc) into the curriculum.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier of molecular and cellular biology.

Person or Persons Responsible

The teacher

Target Dates or Schedule

daily

Evidence of Completion

*quizzes *worksheets * improvement on district assessments *student led discussion *monitored by instructor *Biology EOC

Facilitator:

Department Chair

Participants:

The teacher

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G5.B1.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G6. During the 2012-2013 school year 47% of the students participated in STEM related experiences. Our goal for 2014 is to increase the participation of students in STEM related experiences to 52%.

G6.B1 Teacher participation has been a barrier due to the additional work load.

G6.B1.S1 Use projects that are well established such as the Fairchild Challenge to increase collaboration. Additionally, during department meetings to share the benefits of participating in the STEM related experiences and how it relates to the establishment of a well rounded curriculum.

Action Step 1

will collaborate during department meetings to share the benefits of participating in the STEM related experiences and how it relates to the establishment of a well rounded curriculum.

Person or Persons Responsible

The teachers

Target Dates or Schedule

monthly

Evidence of Completion

Competitions

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

will share the benefits of participating in the STEM related experiences and how it relates to the establishment of a well rounded curriculum.

Person or Persons Responsible

The department chair

Target Dates or Schedule

monthly

Evidence of Completion

competitions

Plan to Monitor Effectiveness of G6.B1.S1

will share the benefits of participating in the STEM related experiences and how it relates to the establishment of a well rounded curriculum.

Person or Persons Responsible

The department chair

Target Dates or Schedule

monthly

Evidence of Completion

competitions

G7. Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).

G7.B1 Depending on student's academic performance, first priority for course scheduling are required classes for graduation and/or Intensive Reading. Therefore, many students are unable to register in more than one CTE (academy course) per school year which delays their CTE performance and ICE readiness.

G7.B1.S1 CTE teachers and academy leaders will provide students weekly access to computers during lunch and/or afterschool in order to offer additional practice time on content lessons and ICE practice exams. In addition, alternate means of funding afterschool clubs will be considered for students and teachers to maintain a regular schedule of CTE lesson and ICE practice exams.

Action Step 1

will provide multiple computer based experiences on Industry Certification Exam (ICE) in order to increase students' performance and attainment of Industry Certification.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

quarterly (on-going)

Evidence of Completion

*ICE practice test during the 1st nine weeks of school. *Access to computer time to complete lessons, and practice un-timed and timed ICE exams. *Establishment of after school clubs and access to school's Media Center. *passing Industry Certification Exam

Facilitator:

CTE Facilitator

Participants:

CTE teachers

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

will ensure that teachers are incorporating test taking strategies throughout content lessons.

Person or Persons Responsible

The CTE Facilitator and/or department chair

Target Dates or Schedule

quarterly

Evidence of Completion

*ICE practice test during the 1st nine weeks of school. *Access to computer time to complete lessons, and practice un- timed and timed ICE exams. *Establishment of after school clubs and access to school's Media Center. *Passing the Industry Certification Exam

Plan to Monitor Effectiveness of G7.B1.S1

will ensure that teachers are incorporating test taking strategies throughout content lessons.

Person or Persons Responsible

The CTE facilitator and/or department chair

Target Dates or Schedule

quarterly

Evidence of Completion

*ICE practice test during the 1st nine weeks of school. *Access to computer time to complete lessons, and practice un- timed and timed ICE exams. *Establishment of after school clubs and access to school's Media Center. *Passing the Industry Certification Exam

G8. During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.

G8.B1 The 2013 U.S. History EOC revealed that the targeted area for 2014 is: The U.S. and the Defense of the International Peace.

G8.B1.S1 In addition to keeping up with the district's pacing guide for U.S, History, the teachers will also focus and prioritize the targeted area of weakness.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak area: U.S. and the Defense of the International Peace.

Person or Persons Responsible

The teachers

Target Dates or Schedule

quarterly

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *Successful results on the U.S. History EOC

Facilitator:

Department Chair

Participants:

The teachers

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

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G8.B1.S1

through daily instruction, assessments, and administrative classroom visitations.

Person or Persons Responsible

The department chair and administration

Target Dates or Schedule

quarterly

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

G9. During the 2012-2013 school year 10% of the students missed instructional time. Our goal for the 2013-2014 school year is to decrease to 9%. In addition, we will maintain our graduation rate of 90%.

G9.B1 During the 2012-2013 school year 12% of the students received suspensions based on referrals, 13% of 9th graders failed two or more courses, and 10% of the students had GPA's under the 2.0 district requirement. Our goal for 2014 is to decrease the suspensions to 11%, decrease 9th grade failures to 12%, and decrease the student's who are under the 2.0 requirement to 9%.

G9.B1.S1 During the 2013-2014 school year the administration along with selected personnel, will conduct grade level orientations to inform students of all expectations, policies, and regulations. Through the help of EESAC, tutoring programs are made available after school in the areas of Math and Reading which will help attain the overall goal.

Action Step 1

monitor student attendance, grades, and behavior.

Person or Persons Responsible

The teachers

Target Dates or Schedule

daily

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

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

monitor student attendance, grades, and behavior.

Person or Persons Responsible

The teacher and administration

Target Dates or Schedule

daily

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Plan to Monitor Effectiveness of G9.B1.S1

monitor student attendance, grades, and behavior.

Person or Persons Responsible

The teacher and administration

Target Dates or Schedule

daily

Evidence of Completion

*Interim Assessments, *Formative Assessments *Student work

Coordination and Integration

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

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

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading
The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust- a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Nutrition Programs
• Qualified students are provided with free or reduced price lunch meals on a daily basis
• breakfast is provided free to all students on a daily basis
• during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and

EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.
Adult Education
• Students are provided the opportunity to attend Adult Education courses in order to recover course credits
• Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
• Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation
Career and Technical Education
• Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.

G1.B1 31% of the students scored a level 3 on the 2013 FCAT. The expected level of performance was 37%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B1.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

daily

Evidence of Completion

*FCAT 2.0 2013 *District Baseline *Interim Assessments, *Formative Assessments

G1.B3 59% of the Black students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 70%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B3.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*FCAT 2.0 2013 *District Baseline *Interim Assessments *Formative Assessments

G1.B4 30% of the ELL students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 40%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B4.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G1.B5 41% of the ED students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 66%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B5.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G1.B6 54% of the Asian students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 76% The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B6.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G1.B7 70% of the students made learning gains on the 2013 FCAT. The expected level of performance was 73%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B7.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G1.B8 Based on the 2013 FCAT, 69% of the students who were in the lowest 25%, made learning gains on the 2013 FCAT. The expected level of performance was 72%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B8.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G2. On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.

G2.B1 The expected performance of 95% in the 2013 FCAT Writing was not met.

G2.B1.S1 *Professional development in direct correlation to students' writing achievement and/or improvement. This will be done as a result of meetings attended with FIU and a goal of college readiness in students' writing abilities. Additionally, the Implementation of common core writing standards reinforcing the need for contextual expression.

PD Opportunity 1

will participate in department professional development scheduled with grade level teams to break the barrier.

Facilitator

Participants

Teachers

Target Dates or Schedule

*monthly *as needed,

Evidence of Completion

*Assigned deadlines for discussion and planning of scope and sequence by grade level (dealing with writing achievement). *District issued interim assessments *Incorporation of the writing exemplars as noted in the CCSS. * Deadline adherence to writing goals – beginning, mid and end of year achievement *Diagnostic (baseline) and exiting grade level assessment. *student work samples/folders *FCAT Writing results

G4. 74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.

G4.B1 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G4.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials. *Collaboration of Curriculum Council to focus on tier intervention and use ongoing formative assessment. *Teachers will incorporate inquiry learning and technology in developing the student-centered approach; Implement CCSS Mathematical Practice.

PD Opportunity 1

for the purpose of increasing student achievement specifically in the area of polynomials.

Facilitator

Math Department Chair

Participants

The classroom teacher

Target Dates or Schedule

daily

Evidence of Completion

*quizzes, *worksheets, *improvement on district assessments monitored by instructor *Algebra EOC

G4.B2 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.

G4.B2.S1 Teachers will utilize different levels of understanding: visual, analytic, abstract in order to provide hands-on experience to increase their students knowledge on Trigonometry and Discrete Mathematics. *Students focus on investigations and developing formal deduction and proof, and collaborate to learn. *Collaboration of Curriculum Council to assist Geometry teachers with student data; Implement CCSS Mathematical Practice

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: trigonometry and discrete mathematics.

Facilitator

Math Department Chair

Participants

The teachers

Target Dates or Schedule

Daily

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *FCAT 2.0 2013

G5. On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.

G5.B1 The targeted weak area is molecular and cellular biology for 2014 as evidenced by the 2013 Biology EOC

G5.B1.S1 Incorporate non-text articles (periodicals, current events, etc) into the curriculum.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier of molecular and cellular biology.

Facilitator

Department Chair

Participants

The teacher

Target Dates or Schedule

daily

Evidence of Completion

*quizzes *worksheets * improvement on district assessments *student led discussion *monitored by instructor *Biology EOC

G7. Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).

G7.B1 Depending on student's academic performance, first priority for course scheduling are required classes for graduation and/or Intensive Reading. Therefore, many students are unable to register in more than one CTE (academy course) per school year which delays their CTE performance and ICE readiness.

G7.B1.S1 CTE teachers and academy leaders will provide students weekly access to computers during lunch and/or afterschool in order to offer additional practice time on content lessons and ICE practice exams. In addition, alternate means of funding afterschool clubs will be considered for students and teachers to maintain a regular schedule of CTE lesson and ICE practice exams.

PD Opportunity 1

will provide multiple computer based experiences on Industry Certification Exam (ICE) in order to increase students' performance and attainment of Industry Certification.

Facilitator

CTE Facilitator

Participants

CTE teachers

Target Dates or Schedule

quarterly (on-going)

Evidence of Completion

*ICE practice test during the 1st nine weeks of school. *Access to computer time to complete lessons, and practice un-timed and timed ICE exams. *Establishment of after school clubs and access to school's Media Center. *passing Industry Certification Exam

G8. During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.

G8.B1 The 2013 U.S. History EOC revealed that the targeted area for 2014 is: The U.S. and the Defense of the International Peace.

G8.B1.S1 In addition to keeping up with the district's pacing guide for U.S, History, the teachers will also focus and prioritize the targeted area of weakness.

PD Opportunity 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak area: U.S. and the Defense of the International Peace.

Facilitator

Department Chair

Participants

The teachers

Target Dates or Schedule

quarterly

Evidence of Completion

*District Baseline *Interim Assessments *Formative Assessments *Successful results on the U.S. History EOC

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.	$1,400
G2.	On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.	$200
G4.	74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.	$400
G5.	On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.	$200
G7.	Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).	$200
G8.	During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.	$200
G9.	During the 2012-2013 school year 10% of the students missed instructional time. Our goal for the 2013-2014 school year is to decrease to 9%. In addition, we will maintain our graduation rate of 90%.	$10,000
	Total	$12,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Principal	$2,600	$2,600
EESAC provided funds towards RMEC's after school tutoring program.	$10,000	$10,000
Total	$12,600	$12,600

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

G1. On the 2013 Reading FCAT, 65% of the students scored at a level 3 or higher. The goal for 2014 is for 72% of the students to score a level 3 or higher.

G1.B1 31% of the students scored a level 3 on the 2013 FCAT. The expected level of performance was 37%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B1.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B3 59% of the Black students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 70%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B3.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B4 30% of the ELL students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 40%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B4.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B5 41% of the ED students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 66%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B5.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B6 54% of the Asian students scored at a level 3 or higher during the 2013 FCAT. The expected level of performance was 76% The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B6.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B7 70% of the students made learning gains on the 2013 FCAT. The expected level of performance was 73%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B7.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G1.B8 Based on the 2013 FCAT, 69% of the students who were in the lowest 25%, made learning gains on the 2013 FCAT. The expected level of performance was 72%. The targeted weak areas as evidenced by district assessments will be: informational text/research process and literary analysis.

G1.B8.S1 Text analysis in fiction and nonfiction materials will be implemented throughout the year. In addition to the McDougal Littel literature series all teachers will incorporate thematically or single topic centered nonfiction to complement analysis. A focus on the comparison of fiction and nonfiction as well as the analysis of tone and language's influence on text. Informational text and its correlation to research will be targeted through a thematic, historic, and geographic standpoint in all ELA classes encouraging a cross discipline approach. This approach will allow students to understand the role of media within reading context.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: informational text/research process, and literary analysis.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G2. On the 2013 FCAT Writing, 69% of our 10th graders scored a level 3.5 or higher. Our goal for 2014, is to increase to 72%.

G2.B1 The expected performance of 95% in the 2013 FCAT Writing was not met.

G2.B1.S1 *Professional development in direct correlation to students' writing achievement and/or improvement. This will be done as a result of meetings attended with FIU and a goal of college readiness in students' writing abilities. Additionally, the Implementation of common core writing standards reinforcing the need for contextual expression.

Action Step 1

will participate in department professional development scheduled with grade level teams to break the barrier.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G4. 74% of the students scored a level 3 or higher during the 2013 Mathematics EOC's. The goal for 2014 is to reach 64%. The expected level of performance has been met and exceeded as evidenced by the EOC's.

G4.B1 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Algebra EOC is Polynomials.

G4.B1.S1 Teachers will monitor, repair student understanding and develop vocabulary for the purpose of increasing knowledge of Polynomials. *Collaboration of Curriculum Council to focus on tier intervention and use ongoing formative assessment. *Teachers will incorporate inquiry learning and technology in developing the student-centered approach; Implement CCSS Mathematical Practice.

Action Step 1

for the purpose of increasing student achievement specifically in the area of polynomials.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G4.B2 The ELL subgroup will make their 2013-2014 targeted AMO of 70%. The targeted area of weakness as evidenced by the 2013 Geometry EOC is Trigonometry and Discrete Mathematics.

G4.B2.S1 Teachers will utilize different levels of understanding: visual, analytic, abstract in order to provide hands-on experience to increase their students knowledge on Trigonometry and Discrete Mathematics. *Students focus on investigations and developing formal deduction and proof, and collaborate to learn. *Collaboration of Curriculum Council to assist Geometry teachers with student data; Implement CCSS Mathematical Practice

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak areas: trigonometry and discrete mathematics.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G5. On the 2013 Biology EOC, 71% of the students scored a level 3 or higher. Our goal for 2014 is to increase to 76%.

G5.B1 The targeted weak area is molecular and cellular biology for 2014 as evidenced by the 2013 Biology EOC

G5.B1.S1 Incorporate non-text articles (periodicals, current events, etc) into the curriculum.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier of molecular and cellular biology.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G7. Students will participate in a pre-test and multiple practice sessions on their appropriate Industry Certification Exam (ICE).

G7.B1 Depending on student's academic performance, first priority for course scheduling are required classes for graduation and/or Intensive Reading. Therefore, many students are unable to register in more than one CTE (academy course) per school year which delays their CTE performance and ICE readiness.

G7.B1.S1 CTE teachers and academy leaders will provide students weekly access to computers during lunch and/or afterschool in order to offer additional practice time on content lessons and ICE practice exams. In addition, alternate means of funding afterschool clubs will be considered for students and teachers to maintain a regular schedule of CTE lesson and ICE practice exams.

Action Step 1

will provide multiple computer based experiences on Industry Certification Exam (ICE) in order to increase students' performance and attainment of Industry Certification.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G8. During the 2013 U.S. History EOC, 40% of the students scored a level 3. Our goal for 2014 is to increase to 45%.

G8.B1 The 2013 U.S. History EOC revealed that the targeted area for 2014 is: The U.S. and the Defense of the International Peace.

G8.B1.S1 In addition to keeping up with the district's pacing guide for U.S, History, the teachers will also focus and prioritize the targeted area of weakness.

Action Step 1

provide hands on opportunities to their students in order to overcome the barrier and increase their knowledge base on the targeted weak area: U.S. and the Defense of the International Peace.

Resource Type

Evidence-Based Program

Resource

Funding Source

Principal

Amount Needed

$200

G9. During the 2012-2013 school year 10% of the students missed instructional time. Our goal for the 2013-2014 school year is to decrease to 9%. In addition, we will maintain our graduation rate of 90%.

G9.B1 During the 2012-2013 school year 12% of the students received suspensions based on referrals, 13% of 9th graders failed two or more courses, and 10% of the students had GPA's under the 2.0 district requirement. Our goal for 2014 is to decrease the suspensions to 11%, decrease 9th grade failures to 12%, and decrease the student's who are under the 2.0 requirement to 9%.

G9.B1.S1 During the 2013-2014 school year the administration along with selected personnel, will conduct grade level orientations to inform students of all expectations, policies, and regulations. Through the help of EESAC, tutoring programs are made available after school in the areas of Math and Reading which will help attain the overall goal.

Action Step 1

monitor student attendance, grades, and behavior.

Resource Type

Evidence-Based Program

Resource

CCSS materials.

Funding Source

EESAC provided funds towards RMEC's after school tutoring program.

Amount Needed

$10,000