2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Southridge Senior High

19355 SW 114TH AVE
Miami, FL 33157
305-238-6110
http://www.miamisouthridge.com/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	87%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	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.

Table of Contents

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

Miami Southridge Senior High

Principal

Bianca Calzadilla M

School Advisory Council chair

Paul Lobeck

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

Name	Title
Bianca Calzadilla	Principal
John Galardi	Vice Principal
Walter Hall	Assistant Principal
Jonathan Britton	PBS Coach
Ana Flores	ESE Teacher
Nilsa Sotomayor	Reading Specialist
Priscillla Ferguson	Reading Specialist
Lisa Aviles-Knight	Science Specialist
Samuel Smith	Math Specialist
Holly Campbell	Behavior Management Teacher
Maira Mir	School Psychologist
Jana Rosenbaum	Social Worker
Ursula McQuire	Staffing Specialist
Sharon Schemer	LEA Representative
Elizabeth Mon	ESE Department Chairperson
Dr. Calvina Clay	Student Services Department Chairperson
Justina Torres	Graduation Coach
Darlene Plumber	Community Involvement Specialist
Susan Douche	Trust Counselor
Mercedes Llenin	Clinical Psychologist
Amy Wurst	Assistant Principal
Alejandro Morales	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

Bianca Calzadilla, Principal-1
Jodi English, UTD Steward-1
Angela Beall, Teacher-1
Xiomara Disla, Teacher-2
Paul Lobeck, Teacher-3
Brenda Hammat, Teacher-4
Eyleen Deleguardia, Teacher-5
Geraldin Cordell, Teacher-6
Alba Luz Flores, Parent-1
Leslie Acaosta, Parent-2
Linda Sims, Parent-3
Marisol Gonzalez, Parent-4
Michael Williams, Parent-5
Teresita Garcia, Educational Support Employee
Deja Monroe, Student-1
Dexter Ketchum, Student-2
Trinity Levy, Alt. Student-1
Darlene Plummer, BCR-1
Elaine Mora, BCR-2
Keith Diego, BCR-3
Tim Meerbott, BCR-4

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Council (EESAC) collaborates with the administration and instructional coaches in developing strategies and next steps for the 2013-2014 school year by subject and content area.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will foster an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC will review the 2013 FCAT and EOC scores and AMO Target information, create a plan of action, and monitor it for the 2013-2014 school year.

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

• Incentives for students (Field trips, awards) - $2,500.00
• Curriculum Fairs / Small Learning Communities -$1,000.00
• Parent Workshops / Family Nights -$1,000.00

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

receiving effective rating or higher

Administrator Information:

Bianca Calzadilla M		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor of Science in Elementary Education, Florida International University Master of Science in Reading K-12 , Florida International University Educational Specialist in Educational Leadership, Florida International University Certifications: Elementary Education 1-6, Reading K-12, Educational Leadership K-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Walter Hall		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Credentials: Bachelor of Science in Special Education, Bethune-Cookman University Master of Science in Special Education, Nova Southeastern University Certifications: Exceptional Student Education K-12 Social Studies K-12, Educational Leadership K-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Amy Wurst		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

Credentials	Bachelor of Science in Learning Disabilities, Nova Southeastern University Master of Science in Varying Exceptionalities, Nova Southeastern University Certifications: Reading Endorsement K-12, Educational Leadership K-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Alejandro Morales		
Asst Principal	Years as Administrator: 5	Years at Current School: 16

Credentials	Credentials: Bachelor of Science in Biology, Barry University Masters of Science in Educational Leadership, Nova Southeastern University Certifications: Middle Grade General Science 5-9, Biology 6-12 Educational Leadership K-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

John Galardi		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Credentials: Bachelor of Science in Criminal Justice, Florida International University Master of Science in Educational Leadership, Nova Southeastern University Certifications: Educational Leadership K-12, Social Science 6-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Lisa Aviles		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Bachelor of Science in Electrical Engineering Master of Education in Curriculum and Instruction with a Specialization in English as a Second Language Certifications: Mathematics 6-12 ESOL Endorsement K-12, Physical Education K-12	
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y	

Nilsa Sotomayor		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor of Arts in Comparative Literature Certification Reading Endorsement K-12 English 5-9
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Priscilla Fergusan		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10

Areas	Reading/Literacy
Credentials	B.S. in Teaching ESE k-12 Certification SPED K-12 ESOL Endorsement Reading k-12 Endorsement
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Samuel Smith		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4

Areas	Mathematics
Credentials	Bachelor of Science Degree in Mathematics Master of Arts Degree in Education/Administration & Supervision Certification: Mathematics 6-12
Performance Record	'13 '12 '11 '10 '09 School Grade A A D F AYP N N N N High Standards Rdg. 36 20 14 16 24 High Standards Math 44 39 55 55 54 Lrng Gains-Rdg. 65 52 34 38 40 Lrng Gains-Math 68 66 65 77 66 Gains-Rdg-25% 69 67 46 45 47 Gains-Math-25% 77 74 71 82 65 RDG AMO N Math AMO Y

Classroom Teachers

# of classroom teachers
129

 # receiving effective rating or higher
126, 98%

 # Highly Qualified Teachers
49%

 # certified in-field
63, 49%

 # ESOL endorsed
23, 18%

 # reading endorsed
15, 12%

 # with advanced degrees
61, 47%

 # National Board Certified
5, 4%

 # first-year teachers
, 0%

 # with 1-5 years of experience
31, 24%

 # with 6-14 years of experience
61, 47%

 # with 15 or more years of experience
40, 31%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
63, 900%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
117

 # receiving effective rating or higher
12, 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

Post vacant position in E-Recruiting website- Vice-Principal
Ongoing Communication with District Recruitment Office- Principal, Vice Principal
Common Planning Activities- Academic Coaches, Department Chairs
Assignment of New Teachers to Mentor Teachers/Assistant Principal
District New Teacher Orientation Professional Development- Vice Principal

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

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

A teacher will receive a mentor if:
• They are new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
• They are first and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor. This will take place because we are an ETO school.
Help will be provided to 2nd and 3rd year teachers:
• With previous teaching experience who are in years two and three of their career and are eligible to receive a buddy teacher.
• By a buddy teacher who occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2 :
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.
Tier 3 SST
MTSS members, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Bianca Calzadilla, Principal
John Galardi, Vice Principal
Amy Wurst, Assistant Prinicpal
Alejandro Morales, Assistant Principal

Walter Hall, Assistant Principal
Jonathan Britton, PBS Coach
Ana Flores, Teacher
Nilsa Sotomayor, Reading Specialist
Priscilla Ferguson, Reading Specialist
Lisa Aviles-Knight, Science Specialist
Samuel Smith, Math Specialist
Holly Campbell, Behavior Management Teacher
Maira Mir, School Psychologist
Jana Rosenbaum, Social Worker
Ursula McQuire, Staffing Specialist
Sharon Schemer, LEA Representative
Elizabeth Mon, ESE Department Chairperson
Justina Torres, Graduation Coach
Darlene Plumber, Community Involvement Specialist
Susan Douche, Trust Counselor
Mercedes Llenin, Clinical Psychologist
Calvina Clay, Student Services Chairperson

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

The Tier 1 and Tier 2 worksheets document timelines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools)
• STAR reading assessment
• Oral Reading Fluency Measures
• Interim assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Frequency Monitoring

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

Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training. The trained school representatives will share information, principles, and procedures with the MTSS Leadership Team at the start of the school year. The team will then come to a consensus how best to train the faculty. A network will be created using the MTSS Leadership Team to implement the process. The MTSS Leadership team will meet monthly to review and discuss the Tier 1-3 problem solving process and will ensure it is implemented with fidelity.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 3,300

Miami Southridge Senior High School offers students an increase of time for learning for both remediation and enrichment. Students are offered After School Tutoring; Saturday Academy; Dual Enrollment and Advance Placement Courses as well as participation in Academies.
The staff at Miami Southridge Senior High School provides on-going professional development through common planning by department; early release best practices training; and quarterly lesson study. These professional development opportunities allow teachers to collaborate and plan with other teachers in the same discipline as well as across the curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected on a quarterly basis and is analyzed to determine if students are attending and if what is taught is effective. In addition, data is analyzed from the professional development to find out which staff members have attended and if the best practices are being implemented in the classrooms.

Who is responsible for monitoring implementation of this strategy?

• Bianca Calzadilla-Principal
• John Galardi- Vice Principal
• Alejandro Morales- Assistant Principal
• Walter Hall, Assistnat Principal
• Amy Wurst-Assistant Principal
• Nilsa Sotomayor-Reading Coach
• Prisicilla Ferguson, Reading Coach
• Samuel Smith, Math Coach
• Lisa Aviles- Science Coach
• Justina Torres, Graduation Coach
• Eyleen Deleguardia, Test Chaiperson
• Ana Flores- Teacher
• Jonathon Britton—PBS Coach

Literacy Leadership Team (LLT)

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

Name	Title
Bianca Calzadilla	Principal
John Galardi	Vice Principal
Alejandro Morales	Assistant Principal
Amy Wurst	Assistant Principal

Name	Title
Walter Hall	Assistant Principal
Nilsa Sotomayor	Reading Coach
Priscilla Ferguson	Reading Coach
Lisa Aviles	Science Coach
Samuel Smith	Math Coach
Eyleen Deleguardia	Data Analyst
Tania Dias	Social Studies Department Chairperson
Jonathon Britton	PBS Coach
Justina Torres	Graduation Coach
Ana Flores	Teacher
Tabitha Moscone	Math Department Chairperson
Terri Ramos	Teacher
Dr. Calvina Clay	Student Services Chair

How the school-based LLT functions

• The Miami Southridge Senior High LLT oversees the implementation of the Comprehensive Research-Based Reading Program (CRRP). The team works together to monitor the school's fidelity of the CRRP by meeting weekly. The team will debrief on the week's activities and administrative walkthroughs. The LLT team will review the most recent reading, writing, math, and science data collection to make informed decisions on school-wide instructional strategies, instructional focus calendars, data chat protocols—for both students and teachers, and motivational incentives for both students and teachers. Professional Development and Lesson Studies will be planned through this team. In addition the team will begin implementing instructional routines that use complex text and incorporate text dependent questions to prepare for common core implementation.
• Also, the Literacy Leadership Team (LLT) will focus on continuing the School wide literacy. The essential question, "How do we ensure all students are positively impacted by literacy?", will be reflected on as the team. The LLT will develop literacy strategies in accordance to the school wide instructional focus calendar.

Major initiatives of the LLT

• The Literacy Leadership Team will focus on continuing the School wide literacy. The essential question, "How do we ensure all students are positively impacted by literacy?", will be reflected on as the team. The LLT will develop literacy strategies across the content
• In addition, the Literacy Leadership Team will ensure that Accelerated Reader (AR) is implemented with fidelity. This entails the STAR testing, student book selection, as well as taking and passing AR test.

Every Teacher Contributes to Reading Instruction

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

• During common planning and department meetings, teachers will analyze research-based reading strategies to be utilized across content areas school-wide. Teachers will received training in the research-based practices to be used and will infuse these strategies into their lesson plans
• School wide data chats will be held with students, teachers, school support personnel and administrators.
• School wide lesson studies will be conducted quarterly by subject area.

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

Miami Southridge Senior High offers applied and integrated courses in various departments. It is the objective of these courses to create relevance for the student in that subject matter. For example, the school offers work experience and internship programs for those students who are interested in receiving hands on experience in the work force. Students in courses that offer work experience may earn a salary and students in the internship program may earn a grade based on his/her performance in the work force.

Also, Miami Southridge Senior High is partnered with Metro-Dade Fire and Police departments. Students from our Fire Academy take the elective course with an actual Fire Fighter from Miami-Dade Fire Department. The first aid courses are taught by a registered nurse. Students who are enrolled in the Criminal Justice Academy discuss current events with a Metro-Dade Police Office on a monthly basis. In addition the school has added more electives in the field of Health Science/Public Service that lead to industry certification.

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

The students at Miami Southridge Senior High select an academy when entering their 9th grade year. Currently, the school offer seven(7) academy choices:
• Academy of Law and Public Services
• Academy of Culinary Arts & Hospitality
• Academy of Business & Information Technology
• Academy of Visual & Performing Arts
• Academy of Education
• Academy of Health Science
• Advanced Placement Laureate Academy
Of the seven academies, four of them (Law and Public Service, Business & Information Technology, Education & Health Science) lead to industry certification. The Advanced Placement Laureate Academy (APL) offers students an opportunity to gain college credit in over 10 subjects. Moreover, Miami Southridge Senior High in collaboration with Florida International University (FIU) has added seven Dual Enrollment courses to the curriculum. This will also provide eligible students to earn college credit at Miami Southridge Senior High School.
The academies are promoted in a variety of ways. First, academy leaders design and present information to all stakeholders using several venues. Future students, parents, and community members attend the Freshmen Recruitment Fair on Campus. These stakeholders have an opportunity to meet and greet our administrators, academy leaders, and academy students. An extensive curriculum presentation is displayed throughout the school lobby and gym. Parents and prospective students have the flexibility to attend one of the academy presentations and/or simply walk through the lobby to examine the displays and student created exhibitions for a particular academy.
Students currently enrolled at Miami Southridge Senior High attend an annual Electives' Fair hosted by our Activities Office and Student Services Department the week before they complete their subject selection for the following year. This provides students, who are undecided about what elective offerings to choose from, an opportunity to see student work displayed as well as speak to teachers and other students about courses in which they may have an interest.

Strategies for improving student readiness for the public postsecondary level

According to the High School Feedback Report, 31.7% attended a community college; 6.91% attended a state university in Florida; and 2.07% attended a technical education center in Florida. The College Assistance Program (CAP) advisor plans and implements goals to ensure post-secondary attendance will increase. One goal will be to increase the number of students who took the SAT (58.7%), ACT(55.0%), and/or PERT(14.7) by at least 5%. As a priority, classroom visitations and individual meetings with juniors and seniors are scheduled to assist with applying for these examinations. Once the scores are posted, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or financial aid process. In addition, the CAP advisor will hold parent/student meetings to assist in the FAFSA application process. An annual College Fair will be hosted at Miami Southridge Senior High School as well as a Senior Parent night.

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	45%	36%	No	51%
American Indian				
Asian	58%	71%	Yes	63%
Black/African American	38%	25%	No	44%
Hispanic	48%	39%	No	54%
White	59%	21%	No	63%
English language learners	33%	10%	No	39%
Students with disabilities	33%	21%	No	40%
Economically disadvantaged	43%	33%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	202	20%	25%
Students scoring at or above Achievement Level 4	143	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
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)	105	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	48	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	32%	39%

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.		52%	57%

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	275	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		68%

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	44%	44%	Yes	50%
American Indian				
Asian		68%		
Black/African American	37%	38%	Yes	43%
Hispanic	48%	46%	No	53%
White	53%	22%	No	58%
English language learners	44%	23%	Yes	50%
Students with disabilities	38%	22%	No	45%
Economically disadvantaged	43%	42%	No	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		56%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		68%	71%
Students in lowest 25% making learning gains (EOC)		77%	79%

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.		34%	41%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	30%	34%
Students scoring at or above Achievement Level 4	51	11%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	29%	33%
Students scoring at or above Achievement Level 4	63	12%	14%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		51%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		43%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	32%	36%
Students scoring at or above Achievement Level 4	109	22%	24%

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)	10		12
Participation in STEM-related experiences provided for students	205	9%	12%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	230	11%	15%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		33%	35%
Students taking one or more advanced placement exams for STEM-related courses	280	13%	15%
CTE-STEM program concentrators	0		10
Students taking CTE-STEM industry certification exams	81	4%	6%
Passing rate (%) for students who take CTE-STEM industry certification exams		16%	18%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	900	41%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	90	7%	9%
Completion rate (%) for CTE students enrolled in *accelerated* courses		65%	70%
Students taking CTE industry certification exams	403	18%	20%
Passing rate (%) for students who take CTE industry certification exams		86%	90%
CTE program concentrators	171	19%	21%
CTE teachers holding appropriate industry certifications	5	45%	75%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	531	24%	23%
Students in ninth grade with one or more absences within the first 20 days	32	7%	5%
Students in ninth grade who fail two or more courses in any subject	90	18%	17%
Students with grade point average less than 2.0	501	26%	25%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	542	26%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	591	27%	26%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	60	3%	1%
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)	354	78%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	108	75%	77%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	432	69%	71%

Goals Summary

G1.   In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.

G2.   In 2013, 38% of our students scored a level 4-6 on the FAA. Our goal for 2014 is 40%. In 2013, the students who scored a level 7-9 on the FAA was 31%. Our goal for 2014 is 32%.

G3.   Our goal in 2013-2014 is to increase the number of students passing on the US History EOC.

G4.   Our target for the 2013-2014 school year is 41% of our students should receive a college ready score on the PERT for mathematics.

G5.   In 2013, 54% of our students scored passing on the Biology EOC. Our goal in 2014 is that 60% of our students should score passing on the Biology End-of-Course (EOC) Test.

G6.   In the 2013-2014 school year, our goal is to increase the number of student completing STEM related courses from 11% to 15%.

G7.   In 2013, Miami Southridge Senior High's will have 20% of CTE students obtain industry certification.

G8.   In 2013, 0% of our students achieved a proficient score on the FAA Mathematics section. Our goal in 2013-2014 is that 1% of our students should score a proficient score on the FAA Mathematics section.

G9.   In 2013, 53% of our students scored a 3.5 or higher on the FCAT Writing 2.0. Our goal in 2013-2014, is that 58% of our students should score a level 3.5 or higher. In 2013, 64% of our students scored a level 4-6 on the FAA. Our goal in 2014 is 68%.

G10.   In 2013, 41% of our students achieved a proficient score on the Geometry EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Geometry EOC.

G11.   In 2013, Miami Southridge Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and behavior from 18% to 17%.

G12.   In the 2013-2014 school year, Miami Southridge Senior High will increase the overall graduation rate by assisting the students who are at risk from 75% to 77%.

G13.   The target for the 2013-2014 is for 57% of our students to receive a college ready score on the PERT for Reading.

G14.   In 2013, 41% of our students achieved a proficient score on the Algebra 1 EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Algebra 1 EOC.

G15. In 2013, 50% of our students scored level 4-6 on the Florida Alternative Assessment (FAA) in High School Science. Our goal for 2014 is 51%. In 2013, the students scored a level 7-9 on the FAA was 43%. The goal is to keep it the same which is 43%.

Goals Detail

G1. In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.

Targets Supported

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

Resources Available to Support the Goal

- Teachers

- Computer Software

- Tutorials/Interventions

- Interventionist

- Reading Programs(JRN; Edge; Plugged In)

Targeted Barriers to Achieving the Goal

- Subgroups not making AMO - Black Subgroup The area of deficiency for the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/ Research Process due to limited exposure to informational text. group data specific to my subgroups

- Subgroups not making AMO - Hispanic Subgroup The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice determining the meaning of words and phrases as they are used in the text.

- Subgroups not making AMO - White Subgroup The area of deficiency for the White subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

- FCAT 2.0 Level 3 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- FCAT 2.0 Level 4 and above The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/ Nonfiction due to limited exposure to literary elements and figurative language.

- FAA Level 4-6 The area of deficiency for students scoring FAA Level 4, 5, and 6, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- FAA Level 7 and above The area of deficiency for students scoring FCAT Level 7, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying relationships within the text.

- Learning Gains- All Students have limited opportunities to make choices using concrete objects, real pictures and symbols paired with words.

- Learning Gains- Lowest 25% Students have limited opportunities to engage the same reading selection to insure familiarity.

- CELLA - Listening and Speaking Students have limited opportunities to listen and speak academic English outside of the classroom.

- CELLA - Reading Students have limited opportunities to read in English outside of the classroom.

- CELLA - Writing Students have limited opportunities to writing academic English outside of the classroom.

Plan to Monitor Progress Toward the Goal

Data through the FCIM Process

Person or Persons Responsible
Principal Assistant Principal (Reading)

Target Dates or Schedule:
Monthly Annually

Evidence of Completion:
Interim Assessment Data FCAT 2.0 Data Progress Monitoring Data (FAIR, ORF)

G2. In 2013, 38% of our students scored a level 4-6 on the FAA. Our goal for 2014 is 40%. In 2013, the students who scored a level 7-9 on the FAA was 31%. Our goal for 2014 is 32%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Postsecondary Readiness)

Resources Available to Support the Goal
- Teachers

- Computer Software

- Tutorials/Interventions

- Interventionist

- Reading Programs (I-Ready)

Targeted Barriers to Achieving the Goal
- The area that showed minimal growth as noted in the FAA with Level 4-6 is use of visual tracking, verbally responding and focus as it relates to attention to details.

- The area that showed minimal growth as noted in the FAA with Level 7 students is cognitive and language understanding.

Plan to Monitor Progress Toward the Goal

Data through the FCIM Process

Person or Persons Responsible
Principal Assistant Principal (Reading)

Target Dates or Schedule:
Monthly Annually

Evidence of Completion:
FAA 2014

G3. Our goal in 2013-2014 is to increase the number of students passing on the US History EOC.

Targets Supported
- Social Studies
- U.S. History EOC

Resources Available to Support the Goal
- Technology
- Teachers
- Current Events
- Tutorials

Targeted Barriers to Achieving the Goal
- Students scoring at Level 3 (middle 3rd) There is a lack of rigor with respect to instruction and assignments.
- Students scoring at Level 4 (upper 3rd) Inconsistent/poor implementation of the gradual release model

Plan to Monitor Progress Toward the Goal

Data Analysis through data chat protocols

Person or Persons Responsible
Literacy Leadership Team

Target Dates or Schedule:
Monthly/Annually

Evidence of Completion:
District Interm Assessment for US History EOC US History EOC

G4. Our target for the 2013-2014 school year is 41% of our students should receive a college ready score on the PERT for mathematics.

Targets Supported
- Math (High School, High School Postsecondary Readiness)

Resources Available to Support the Goal
- Teachers
- Interventionists
- Technology

Targeted Barriers to Achieving the Goal
- On-time graduates who are "college ready" on the PERT or any authorized College Placement Test There is an inconsistent use and implementation of a note-taking and notebook system.

Plan to Monitor Progress Toward the Goal

Data Analysis through FCIM

Person or Persons Responsible

RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Interim Assessments Algebra 1 & Geometry EOC Results

G5. In 2013, 54% of our students scored passing on the Biology EOC. Our goal in 2014 is that 60% of our students should score passing on the Biology End-of-Course (EOC) Test.

Targets Supported

- Science

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Teachers Computers (GIZMOs, NBC.com) After School Science Clubs

Targeted Barriers to Achieving the Goal

- Students scoring at achievement level 3: Teachers lack the ability to deliver instruction at the appropriate level of RIGOR using appropriate tools and instructional strategies to ensure passing scores on the Biology End-of-Course (EOC) Test.

- Students scoring at achievement level 4 and above: Teachers provide students with limited enrichment opportunities such as Science Fair, other science competitions and inquiry and project-based assignments which would improve their overall performance on the Biology End-of-Course (EOC) Test.

Plan to Monitor Progress Toward the Goal

The Administrative Team will follow-up with the Science Coach to monitor the work of the Science Club sponsors to ensure that they are fulfilling their responsibilities with respect to the club to which they are assigned. It will also follow-up with The Science Coach to ensure that inquiry and project -based assignments are being done in all Biology classes to maintain a high level of rigor. The members of the Administrative Team will monitor the implementation of the Computer Lab Schedule by reviewing the Usage Log and will monitor the completion of lab and inquiry activities in all Biology classrooms as they complete their classroom walkthroughs. The Administrative Team will analyze the data from the Baseline Assessment for Biology and will compare it to the Fall and Winter Interim data and will monitor the performance of all Biology students on the End-of-Course (EOC) Test as part of the FCIM.

Person or Persons Responsible
The Administrative Team (Principal, Vice Principal, Assistant Principals)

Target Dates or Schedule:
August 2013(Baseline) October 2013 (Fall Interim) January 2014 (Winter Interim) June 2014 (Biology EOC) Classroom Walkthroughs (on-going) 08/19/13 - 06/05/14

Evidence of Completion:
PD Agenda PD Attendance Log Common Planning Logs Lesson Plans Student Work Samples Classroom Walkthrough Tools Coaching Logs Completed Coach Data Debriefing Protocol Form Completed Teacher Data Debriefing Protocol Form Interim Assessment Data Biology End-of-Course (EOC) Data

G6. In the 2013-2014 school year, our goal is to increase the number of student completing STEM related courses from 11% to 15%.

Targets Supported
- STEM
- STEM - High School

Resources Available to Support the Goal
- Teacher
- Sample Test Items Practice Assessments Basic Skills worksheets

Targeted Barriers to Achieving the Goal
- A very small number of students successfully complete STEM related courses.
- STEM skills not being applied within the academic content areas.

Plan to Monitor Progress Toward the Goal

Data through the FCIM Process

Person or Persons Responsible
Principal Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Advance placement exams

G7. In 2013, Miami Southridge Senior High's will have 20% of CTE students obtain industry certification.

Targets Supported
- CTE

Resources Available to Support the Goal
- Computer Programs (Photoshop, Dreamweaver, MOS, CMAA, First Responders, MTA, ServeSafe, Early Childhood)
- Teacher

Targeted Barriers to Achieving the Goal
- Teachers holding Industry Certification CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12, and/or the CCSS College and Career Readiness anchor Standards for Writing
- CTE program concentrators Students enrolled in a CTE course are not "course completers".
- Students taking CTE exams Teachers do not know how to prepare students for industry certification exams (ICE), using data for instruction.
- Students enrolling in CTE CTE courses are offered; however, not grouped as career academies.
- CTE students in accelerated courses The enrollment in accelerated courses is low as well as there are minimal courses offered for students to become course completers.

Plan to Monitor Progress Toward the Goal

Data through the FCIM Process Student Data Chats

Person or Persons Responsible
Principal Assistant Principal (CTE)

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Assessment Data (Industry Certification Practice and Formal Assessment in Photoshop, Dreamweaver, MOS, ServeSafe, Early Childhood, First Responders, MTA, CMAA)

G8. In 2013, 0% of our students achieved a proficient score on the FAA Mathematics section. Our goal in 2013-2014 is that 1% of our students should score a proficient score on the FAA Mathematics section.

Targets Supported

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

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Teachers

- Interventionists

- Technology (Carnegie, Gizmos, Discovery Learning)

Targeted Barriers to Achieving the Goal

- AMO: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of knowledge of basic math facts hinders the development of key math concepts.

- FAA Levels 4-6: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of repetition regarding math fact fluency.

- FAA Levels 7 and above: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of using tools for measurement impedes the long-term development of key math concepts.

- Learning Gains (all) Lack of knowledge of basic math facts hinders the development of key math concepts.

- Learning Gains (Lowest 25%) Limited evidence of Differentiated Instruction (DI)

Plan to Monitor Progress Toward the Goal

Conduct Data Analysis through FCIM process Conduct Data Chats

Person or Persons Responsible
RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
FAA Mathematics

G9. In 2013, 53% of our students scored a 3.5 or higher on the FCAT Writing 2.0. Our goal in 2013-2014, is that 58% of our students should score a level 3.5 or higher. In 2013, 64% of our students scored a level 4-6 on the FAA. Our goal in 2014 is 68%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teacher

- Interventionist

- Teaching Resources(6 traits of writing; Exemplar Papers)

Targeted Barriers to Achieving the Goal

- Students scoring at or above 3.5. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples and reasoning to support effective arguments.

- Students scoring at or above Level 4 in the FAA. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to students struggling in the area of spelling of phonetically, regular and high frequency words.

Plan to Monitor Progress Toward the Goal

Data Analysis using the FCIM Data Chats

Person or Persons Responsible

RTI Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student work samples (FAA) Informal teacher assessment (FAA) FCAT Writing Assessment End-of-Year Writing Assessment

G10. In 2013, 41% of our students achieved a proficient score on the Geometry EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Geometry EOC.

Targets Supported

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

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Teachers

- Interventionists

- Technology

Targeted Barriers to Achieving the Goal

- Students scoring at an Achievement Level 3: Students are lacking engagement in classroom learning activities.

- Students scoring at an Achievement Level 4-5 Lack of a systematic approach to problem solving.

Plan to Monitor Progress Toward the Goal

Data Analysis through FCIM Data Chats

Person or Persons Responsible
RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments Geometry EOC

G11. In 2013, Miami Southridge Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and behavior from 18% to 17%.

Targets Supported
- EWS

- EWS - High School

Resources Available to Support the Goal
- PLASCO (Computer System to track student attendance)

- Teacher

- Attendance Bulletin

Targeted Barriers to Achieving the Goal
- Attendance There are limited opportunities to track students for daily attendance.

- Failing Classes No clear system in place for tracking students who are failing courses or who are in danger of failing a course.

- Behavior There are limited opportunities to recognize students for positive behavior.

Plan to Monitor Progress Toward the Goal

Monitor attendance and discuss truant students by reviewing Truancy Packets and determining if a home visit with the Community Involvement Specialist is necessary. Monitoring the plans created for students and the students' progress who are in need of retaking courses. Monitor and analysis behavioral data to drive school wide decisions pertaining to student behaviors and rewards.

Person or Persons Responsible
RTI Team Attendance Review Committee PBS Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Truancy Packets Attendance Bulletins Community Involvement Specialist Visitation logs GPA Report Credit History PLASCO COGNOS

G12. In the 2013-2014 school year, Miami Southridge Senior High will increase the overall graduation rate by assisting the students who are at risk from 75% to 77%.

Targets Supported
- EWS
- EWS - Graduation

Resources Available to Support the Goal
- Tutoring
- Interventions
- Program (College Summit)

Targeted Barriers to Achieving the Goal
- At risk students are not enrolling in tutorial programs and are not aware of available resources regarding graduation requirements.

Plan to Monitor Progress Toward the Goal

The team will utilize the enrollment log for continuous monitoring of at-risk students and utilize the parent rosters to monitor the level of parental involvement in the process.

Person or Persons Responsible
RTI team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Enrollment Log Parent Roster

G13. The target for the 2013-2014 is for 57% of our students to receive a college ready score on the PERT for Reading.

Targets Supported

Resources Available to Support the Goal
- Computer Online Tutorial Program P.E.R.T Study Guide

Targeted Barriers to Achieving the Goal
- Students have limited opportunities for additional practice in analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of text.

Plan to Monitor Progress Toward the Goal

Data through the FCIM Process

Person or Persons Responsible
Principal Assistant Principal (Reading)

Target Dates or Schedule:
Monthly Annually

Evidence of Completion:
Interim Assessment Data FCAT 2.0 Data Progress Monitoring Data (FAIR, ORF)

G14. In 2013, 41% of our students achieved a proficient score on the Algebra 1 EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Algebra 1 EOC.

Targets Supported
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC

Resources Available to Support the Goal
- Teachers
- Interventionists
- Technology (Carnegie, Gizmos, Discovery Learning)

Targeted Barriers to Achieving the Goal
- Students scoring at an Achievement Level 3: Limited evidence of explicit instruction following the gradual release model.
- Students scoring at an Achievement Level 4-5: Limited evidence of exposure to real-world scenarios and problem solving activities

Plan to Monitor Progress Toward the Goal

Data Analysis through FCIM Data Chats

Person or Persons Responsible
RTI Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
District Interim Assessments Algebra 1 EOC

G15. In 2013, 50% of our students scored level 4-6 on the Florida Alternative Assessment (FAA) in High School Science. Our goal for 2014 is 51%. In 2013, the students scored a level 7-9 on the FAA was 43%. The goal is to keep it the same which is 43%.

Targets Supported

- Science

- Science - High School

Resources Available to Support the Goal

- Teacher Computer lab

Targeted Barriers to Achieving the Goal

- Students scoring at levels 4, 5, and 6 in High School Science: Limited use of NGSSS Access Points. Access to technology to complete gizmos, FCAT Explorer, virtual labs, etc

- Students scoring at or above level 7 in High School Science: Limited use of NGSSS Access Points. Access to technology to complete gizmos, FCAT Explorer, virtual labs, etc. Low participation rate in Science Fair.

Plan to Monitor Progress Toward the Goal

Walkthroughs Student work

Person or Persons Responsible

Principal Assistant Principal (SPED & Science)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Florida Alternative Assessment

Action Plan for Improvement

Problem Solving Key

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

G1. In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.

G1.B1 Subgroups not making AMO - Black Subgroup The area of deficiency for the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text. group data specific to my subgroups

G1.B1.S1 Students will delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning, locate and verify details, practice critically analysis of text, and synthesis of details to draw correct conclusions.

Action Step 1

During common planning teachers will discuss and agree on methods to ensure that students practice locating and verifying details, practice critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. These will be reflected in daily lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs Lesson Plans Student Work Samples

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teachers

Action Step 2

Through the use of the Gradual Release of Responsibility Model (GRRM) teachers will model the use of the claim, evidence and reasoning (CER) model to ensure that students are familiar and comfortable with its use and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Students Work Samples

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teachers

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B1.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B2 Subgroups not making AMO - Hispanic Subgroup The area of deficiency for the Hispanic subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited practice determining the meaning of words and phrases as they are used in the text.

G1.B2.S1 Students will practice defining words with prefixes, suffixes, root words, synonyms, and antonyms. Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.

Action Step 1

During common planning using the Gradual Release of Responsibility Model (GRRM) teachers will develop lessons that allow students to practice defining words with prefixes, suffixes, root words, synonyms, and antonyms.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Common Planning Logs

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B2.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B2.S2 Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings. In addition, students will analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; and how it sets a formal or informal tone).

Action Step 1

The Reading Coach will model for the teachers the use of context clues to distinguish the correct meaning of words that have multiple meanings as part of the Coaching Continuum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B2.S2

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B3 Subgroups not making AMO - White Subgroup The area of deficiency for the White subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

G1.B3.S1 Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres and will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Action Step 1

During common planning using the Gradual Release of Responsibility Model (GRRM) teachers will develop lessons that allow students to practice analyzing literary elements and use of figurative language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs Lesson Plans

Action Step 2

The Reading Coach will model the use of context clues to distinguish the correct meaning of words that have multiple meanings as part of the Coaching Continuum in all teacher's classrooms.

Person or Persons Responsible

The Reading Coach

Target Dates or Schedule

On-going

Evidence of Completion

Coaching Logs

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B3.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B4 FCAT 2.0 Level 3 The area of deficiency for students scoring FCAT Level 3, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B4.S1 Students will practice using and identifying details from the passage to determine main idea, plot, and purpose, making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

Action Step 1

During common planning using the Gradual Release of Responsibility Model (GRRM) teachers will develop lessons that allow students to practice using and identifying details from the passage to determine main idea, plot, and purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Teachers should ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

Action Step 3

During daily lessons teacher will require hat students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text as well as analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 4

Teachers should ingrain the practice of justifying answers by going back to the text for support.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

Action Step 5

During daily lessons teacher will require hat students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text as well as analyze a particular point of view or cultural experience reflected in a work reflected in a work of literature from outside the United States, on a wide-reading of world literature.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B4.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B5 FCAT 2.0 Level 4 and above The area of deficiency for students scoring FCAT Level 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literature Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

G1.B5.S1 Emphasis should be placed on recognizing implicit meaning or the details within a text that support making inferences (i.e. while providing increasingly more challenging practice in making inferences).

Action Step 1

Ensure that students practice reducing text information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Ensure that students practice analyzing how an author's choices concerning text structure, the order of events within text (e.g. parallel plots), and manipulation of time (e.g. pacing, flashbacks) create such effects such as mystery, tension, or surprise.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B5.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B6 FAA Level 4-6 The area of deficiency for students scoring FAA Level 4, 5, and 6, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B6.S1 Teachers will ensure that students have multiple opportunities to read a selection prior to responding to comprehension questions.

Action Step 1

Teachers will implement the use of use of read alouds, auditory tapes and text readers that provide print with visuals and or symbols

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Teachers will use picture walks to assist students in making predictions of a reading selection, allowing for continuous review and practice of learned reading concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Picture Wall

Action Step 3

Teachers will provide the students with visual choices on quizzes and tests as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Evidence of Completion

Lesson Plans Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B6.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B7 FAA Level 7 and above The area of deficiency for students scoring FCAT Level 7, as noted on the 2013 FCAT 2.0 administration was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying relationships within the text.

G1.B7.S1 Teachers will ensure that students have increased opportunities to read fiction, nonfiction and informational text to identify the differences.

Action Step 1

Utilize reading selections to be taught at a level that does not frustrate the student (high interest low readability).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Introduce vocabulary to students with pictures and print. Pictures should be faded for long term comprehension and retention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 3

Provide students with visual answer choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B7.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B8 Learning Gains- All Students have limited opportunities to make choices using concrete objects, real pictures and symbols paired with words.

G1.B8.S1 Teachers will give students the opportunity to respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology while continuously reviewing as well as providing additional practice when learning reading concepts.

Action Step 1

During common planning using the Gradual Release of Responsibility Model (GRRM) teachers will develop lessons that allow students the opportunity to respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Teachers will utilize pictures and print when introducing vocabulary to students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

Action Step 3

Teachers will provide visual answer choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B8.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B9 Learning Gains- Lowest 25% Students have limited opportunities to engage the same reading selection to insure familiarity.

G1.B9.S1 Teachers will provide multiple opportunities to engage several times in the same reading selection to insure familiarity.

Action Step 1

Implement read alouds in all classes from a variety of text.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Action Step 2

• Teachers will provide opportunities for students to participate in read alouds. Teachers will implement the use of Teacher-Led groups to introduce material, sum-up conclusions made by individual groups and will meet the common needs of a large or small group thereby providing individual attention or instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples Lesson Plans

Action Step 3

During common planning use the Gradual Release of Responsibility Model (GRRM) to develop lessons that allow students to practice re-reading text to increase familiarity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B9.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B10 CELLA - Listening and Speaking Students have limited opportunities to listen and speak academic English outside of the classroom.

G1.B10.S1 Teachers will provide opportunities for students to participate in Role Playing, Teacher/Student Modeling, Think Alouds, and Cooperative Learning in the form of group projects which will be implemented to provide support during speaking activities.

Action Step 1

Teachers will implement the use of Teacher-Led Groups to introduce material, sum-up the conclusions made by individual groups and will meeting the common needs of a large or small group thereby providing individual attention or instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans which include a list of groups Student work Samples

Action Step 2

During common planning teachers will brainstorm ideas to infuse expansion, paraphrasing and repetition to ensure that they model the proper use of language while providing support in listening.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 3

Teachers will use the Gradual Release of Responsibility Model (GRRM) to provide "Meaningful Language Practice" during the "We Do" portion of the lesson and through structured lesson planning make available a variety of materials to aid in instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B10.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B11 CELLA - Reading Students have limited opportunities to read in English outside of the classroom.

G1.B11.S1 Teachers will utilize a variety of active reading strategies while focusing on vocabulary development ad the use of context clues when presenting reading material.

Action Step 1

Teachers will infuse active reading strategies strategies such as Prediction, Read Aloud, Reader's Theater, Chunking and Cooperative Learning when presenting reading material.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Teachers will focus on key vocabulary, and will present vocabulary with Context Clues and will then utilize this Vocabulary improvement Strategy as a means to increase vocabulary development.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 3

Teachers will use the "Question Answer Relationship (QAR)" strategy with students when developing comprehension questions in an effort to assist them with identification of different question types, and a deeper understanding of text organization.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples Lesson Plans

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

Student Engagement Lesson Plans Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B11.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G1.B12 CELLA - Writing Students have limited opportunities to writing academic English outside of the classroom.

G1.B12.S1 Teachers will practice the use of multiple strategies for writing academic English with students.

Action Step 1

Teachers will implement the use of daily Reading Response Journals with students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

Action Step 2

Teachers will implement the use of graphic organizers, illustrating and labeling and spelling strategies will be used daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 3

Teachers will implement the use of Writing Rubrics to assist the students in understanding the criteria for evaluating a product or performance on a continuum of quality.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples Graded Rubrics

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G1.B12.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G2. In 2013, 38% of our students scored a level 4-6 on the FAA. Our goal for 2014 is 40%. In 2013, the students who scored a level 7-9 on the FAA was 31%. Our goal for 2014 is 32%.

G2.B1 The area that showed minimal growth as noted in the FAA with Level 4-6 is use of visual tracking, verbally responding and focus as it relates to attention to details.

G2.B1.S1 Teachers will ensure that students have multiple opportunities to listen to stories read aloud with visual and oral responses to check for understanding.

Action Step 1

Teachers will implement the use of use of read alouds, auditory tapes and text readers that provide print with visuals and or symbols

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Action Step 2

Teachers will use picture walks to assist students in making predictions of a reading selection, allowing for continuous review and practice of learned reading concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Picture Wall

Action Step 3

Teachers will provide the students with visual choices with oral responses in concepts presented from the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Lesson Plans

Evidence of Completion

Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

SPED Department Chair

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G2.B1.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (I-Ready Teacher Report)

G2.B2 The area that showed minimal growth as noted in the FAA with Level 7 students is cognitive and language understanding.

G2.B2.S1 Emphasize instruction that helps students achieve mastery in their access point at participatory level by providing instruction through one to one assistance, small group learning and communication skills.

Action Step 1

Utilize reading selections to be taught at a level that does not frustrate the student (high interest low readability).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 2

Introduce vocabulary to students with pictures and print. Pictures should be faded for long term comprehension and retention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

Action Step 3

Provide students with visual answer choices as presented in the Florida Alternate Assessment (FAA).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

SPED Department Chair

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G2.B2.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (I-Ready Teacher Report)

G3. Our goal in 2013-2014 is to increase the number of students passing on the US History EOC.

G3.B1 Students scoring at Level 3 (middle 3rd) There is a lack of rigor with respect to instruction and assignments.

G3.B1.S1 During common planning, work as a team to develop lessons that plan for higher order thinking skills and questions so that assignments are rigorous such as including Data Based Questions.

Action Step 1

Lesson plans created using question task cards and Depth of Knowledge questions, as well as, DBQs based on content focus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Common planning sign in

Facilitator:

Instructional Coaches Department Chairperson Lead Teacher

Participants:

Teachers

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

Observation of lesson delivery looking for questioning techniques and assignments Lesson plan developed providing Higher Order Thinking skills and DBQs for small group instruction

Person or Persons Responsible

Reading Coach Department Chairperson of Social Studies

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching logs Student Work Samples

Plan to Monitor Effectiveness of G3.B1.S1

Lesson Plans including higher order thinking assignments and DBQs Student Work Samples as evidence of rigorous assignments

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Tool Student Work Samples Lesson Plans

G3.B2 Students scoring at Level 4 (upper 3rd) Inconsistent/poor implementation of the gradual release model

G3.B2.S1 During common planning, teachers will plan for the implementation of the Gradual Release of Responsibility Model (GRRM) in all U.S. History classrooms.

Action Step 1

Lesson plans created using the Gradual Release Model follow a scripted framework adhering to 30-minutes to explicitly teach the content focus.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Common Planning Sign In

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Observation of lesson delivery looking for Gradual Release Model During the planning process, provide resources for the development of the Gradual Release Model with the 30-minute scripted framework explicitly teaching the content focus

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches Logs Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Lesson Plans including Gradual Release Model with the 30-minute scripted framework

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Tool Lesson Plans

G4. Our target for the 2013-2014 school year is 41% of our students should receive a college ready score on the PERT for mathematics.

G4.B1 On-time graduates who are "college ready" on the PERT or any authorized College Placement Test There is an inconsistent use and implementation of a note-taking and notebook system.

G4.B1.S1 Implement a concise note-taking and note-making procedure that includes implementation model notes, as well as opportunities to use the appropriate math terminology throughout the instructional block.

Action Step 1

During Common Planning, discuss and develop a rubric for grading student notebooks for completeness and correctness and how to implement such a system for grading student notebooks.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples Student Folders Spartan Toolkit

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

During Common Planning sessions, provide assistance in developing a rubric for grading student notebooks and provide feedback on how to manage the implementation of such a system for grading student notebooks.

Person or Persons Responsible

Mathematics Coach Mathematics Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples Student Folders

Plan to Monitor Effectiveness of G4.B1.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walthrough Tool Spartan Toolkit

G5. In 2013, 54% of our students scored passing on the Biology EOC. Our goal in 2014 is that 60% of our students should score passing on the Biology End-of-Course (EOC) Test.

G5.B1 Students scoring at achievement level 3: Teachers lack the ability to deliver instruction at the appropriate level of RIGOR using appropriate tools and instructional strategies to ensure passing scores on the Biology End-of-Course (EOC) Test.

G5.B1.S1 Plan and deliver professional development to help teachers deliver instruction at the appropriate level of RIGOR using appropriate tools and instructional strategies.

Action Step 1

Provide professional development on RIGOR to all Biology teachers.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

September 2013

Evidence of Completion

PD Agenda PD Attendance Log

Action Step 2

Provide professional development on the Gradual Release of Responsibility Model (GRRM) to all Biology teachers.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

October 2013

Evidence of Completion

PD Agenda PD Attendance Log

Facilitator:

ETO Facilitator

Participants:

Science Coach

Action Step 3

Discuss and plan for the implementation of Lesson Study within the Biology classes as a part of weekly common planning during the months of September 2013 and October 2013.

Person or Persons Responsible

Biology Teachers Science Coach

Target Dates or Schedule

On-going (Weekly) September 2013-October 2013

Evidence of Completion

Common Planning Logs Documentation of the Lesson Study Cycle

Action Step 4

Create higher order questions during weekly common planning sessions for each topic to be used during instruction.

Person or Persons Responsible

Biology Teachers Science Coach

Target Dates or Schedule

On-going (Weekly) 08/19/13 - 06/05/14

Evidence of Completion

Common Planning Logs Lesson Plans Student Work Samples

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

The Science Coach will follow-up to ensure that the professional development sessions on RIGOR and Gradual Release of Responsibility Model (GRRM) take place as scheduled. The Science Coach will ensure that creation and or compilation of higher order questions becomes an important part of every planning session. The Science Coach will also ensure that Lesson Study is discussed and implemented during common planning

Person or Persons Responsible

Science Coach

Target Dates or Schedule

RIGOR PD (September 2013) Gradual Release of Responsibility PD (October 2013) Higher Order Questions (Weekly : 08/19/13- 09/01/13) Lesson Study (September -October 2013)

Evidence of Completion

PD Agenda PD Attendance Log Common Planning Logs Lesson Plans Student Work Samples

Plan to Monitor Effectiveness of G5.B1.S1

The Assistant Principal (Science) will follow-up to ensure that the professional development sessions on RIGOR and Gradual Release of Responsibility Model (GRRM) take place as scheduled and during walkthroughs will ensure that strategies learned in professional development are being implemented in all Biology classrooms. The Assistant Principal (Science) will attend common planning to ensure that teachers are participating in the creation and or compilation of higher order questions and will make sure that it is an important part of every planning session. The Assistant Principal (Science) will also ensure that Lesson Study is being discussed during common planning and is being implemented.

Person or Persons Responsible

Assistant Principal (Science)

Target Dates or Schedule

RIGOR PD (September 2013) Gradual Release of Responsibility PD (October 2013) Higher Order Questions (Weekly : 08/19/13- 09/01/13) Lesson Study (September -October 2013) Classroom Walkthroughs (on-going) 08/19/13 - 10/01/13

Evidence of Completion

PD Agenda PD Attendance Log Common Planning Logs Lesson Plans Student Work Samples Classroom Walkthrough Tools Coaching Logs

G5.B2 Students scoring at achievement level 4 and above: Teachers provide students with limited enrichment opportunities such as Science Fair, other science competitions and inquiry and project-based assignments which would improve their overall performance on the Biology End-of-Course (EOC) Test.

G5.B2.S1 Provide students with more opportunities for enrichment such as inquiry and/or project based learning as well as opportunities to participate in school and district Science Fairs as well as other science competitions as tools to be used to improve their overall performance on the Biology End-of-Course (EOC) Test.

Action Step 1

Secure sponsors for activities and after school clubs (Fairchild Challenge, Science Fair etc) within the Science Department to ensure that students have opportunities for enrichment.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

August- September 2013

Evidence of Completion

List of appointed Science Club sponsors

Action Step 2

Provide support to Biology Teachers with respect to the preparation of students for the school and district Science Fairs by creating a Calendar of Events and Deadlines for School and District Science Fair and follow-up with teachers during common planning to ensure that they are reminding students of the importance of adhering to the deadlines provided.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

September - November 2013

Evidence of Completion

Calendar of Dates for Science Fairs Common Planning Logs Common Planning Agendas

Action Step 3

The Science Coach will provide teachers with the materials necessary to expose students to inquiry based/lab activities in all Biology classrooms and the teachers will ensure that students are exposed to inquiry based activities a regular part of instruction.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

on-going 08/19/13 - 06/05/14

Evidence of Completion

Lesson Plans Student Work Samples/Completed Lab Reports

Plan to Monitor Fidelity of Implementation of G5.B2.S1

The Science Coach will follow-up with Science Club sponsors to ensure that they are fulfilling their responsibilities with respect to the club to which they are assigned. The Science Coach will create and disseminate a calendar of events in preparation for the school and district Science Fairs. The Science Coach will ensure that inquiry and project -based assignments are done in all Biology classes by facilitating the planning of inquiry and project -based assignments by Biology teachers during common planning.The Science Coach will monitor the implementation of the Computer Lab Schedule by reviewing the Usage Log and will monitor the completion of lab and inquiry activities in all Biology classrooms during classroom visits.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Appointment of Science Club Sponsors : August -September 2013 Provide support for School and District Science Fairs : September - November 2013 Facilitate the increase in the number of opportunities for participation in inquiry and project based assignments On-going 08/19/13 - 06/05/13 Monitor the implementation of the Computer Lab Schedule and the usage of the Computer Lab On-going 08/19/13 - 06/05/13

Evidence of Completion

List of appointed Science Club Sponsors Calendar of Dates for Science Fairs Common Planning Logs Common Planning Agendas Lesson Plans Student Work Samples/Completed Lab Reports Computer Lab Schedule Computer Lab Usage Log

Plan to Monitor Effectiveness of G5.B2.S1

The Assistant Principal (Science) will follow-up with the Science Coach to ensure that Science Club sponsors are fulfilling their responsibilities with respect to the club to which they are assigned. The Assistant Principal (Science) will attend common planning sessions and review lesson plans to monitor the implementation of the calendar of events in preparation for the school and district Science Fairs. The Assistant Principal (Science) will monitor the implementation and use of inquiry and project -based assignments in all Biology classes during classroom walkthroughs.The Assistant Principal (Science) will monitor the implementation of the Computer Lab Schedule by reviewing the Usage Log and will monitor the completion of technology based activities in Biology classrooms during classroom waklthroughs.

Person or Persons Responsible

Assistant Principal (Science)

Target Dates or Schedule

On-going 08/19/13 - 06/05/13

Evidence of Completion

List of appointed Science Club Sponsors Calendar of Dates for Science Fairs Common Planning Logs Common Planning Agendas Lesson Plans Student Work Samples/Completed Lab Reports Computer Lab Schedule Computer Lab Usage Log Coaching Logs

G6. In the 2013-2014 school year, our goal is to increase the number of student completing STEM related courses from 11% to 15%.

G6.B1 A very small number of students successfully complete STEM related courses.

G6.B1.S1 Increase participation in STEM related dual enrollment or advanced placement courses.

Action Step 1

Encourage students to enroll in dual enrollment or advanced placement courses.

Person or Persons Responsible

Teachers Counselors

Target Dates or Schedule

On-going

Evidence of Completion

Number of students completing dual enrollment or advanced placement courses

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

Number of students enrolled in STEM related dual enrollment or advanced placement courses.

Person or Persons Responsible

Career and Technical Education Department Head

Target Dates or Schedule

End of Second Quarter End of the school year.

Evidence of Completion

Number of students completing STEM related dual enrollment or advanced placement courses.

Plan to Monitor Effectiveness of G6.B1.S1

Walkthrough Tools Data Analysis using the FCIM

Person or Persons Responsible

Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas Student Work Samples Data (Subject Area AP Practice Exams)

G6.B2 STEM skills not being applied within the academic content areas.

G6.B2.S1 Ensure instruction adheres to the depth and rigor of the Next Generation Sunshine State Standards transitioning to Common Core Standards.

Action Step 1

Develop lesson plans that will increase depth and rigor of instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans Student work

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

Student Engagement Lesson Delivery

Person or Persons Responsible

CTE Department Head

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G6.B2.S1

Data Analysis using the FCIM

Person or Persons Responsible

Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Data (Practice Subject Area Exams)

G7. In 2013, Miami Southridge Senior High's will have 20% of CTE students obtain industry certification.

G7.B1 Teachers holding Industry Certification CTE teachers lacking knowledge of Common Core State Standards (CCSS): Reading Standards for Literacy in Science and Technical Subjects 6–12, and/or the CCSS College and Career Readiness anchor Standards for Writing

G7.B1.S1 Provide and/or increase accessibility of professional development opportunities from FCATE and on Common Core and facilitate attendance of staff to District, Education Transformation Office (ETO), Career and Technical Education (CTE) and Common Core State Standards (CSCC) trainings.

Action Step 1

Teachers will implement the strategies presented at the Professional Development pertaining to FCATE and Common Core

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Master Plan Points IPDP Lesson Plans

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Instructional Coach CTE Department Chairperson

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work samples Lesson Plans

Plan to Monitor Effectiveness of G7.B1.S1

Walkthrough Tools Data Analysis using the FCIM

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Industry Certification Practice Exam, Industry Certification Exam)

G7.B2 CTE program concentrators Students enrolled in a CTE course are not "course completers".

G7.B2.S1 Promote student awareness of development of certification goals and industry certification timelines and make after school tutoring available to Career and Technical Education (CTE) students for industry certification preparation; furthermore, utilize the baseline and practice exams to improve the monitoring of the effectiveness of instruction.

Action Step 1

In planning lessons, timelines and goal statements will be developed

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda Lesson plans Student work samples

Plan to Monitor Effectiveness of G7.B2.S1

Walkthrough Tools Data Analysis using the FCIM

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Industry Certification Exams)

G7.B3 Students taking CTE exams Teachers do not know how to prepare students for industry certification exams (ICE), using data for instruction.

G7.B3.S1 Career and Technical Education (CTE) department will set up goals, review pacing of preparation materials and set up test schedule using student data.

Action Step 1

Plan lessons that will include goals, pacing and student data.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work

Plan to Monitor Fidelity of Implementation of G7.B3.S1

During planning, assistance is provided to help set up goals, provide resources, and test schedule reflecting student data.

Person or Persons Responsible

Department Chairperson Instructional Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Department meeting agenda Student work samples Test schedule

Plan to Monitor Effectiveness of G7.B3.S1

Monitor effectiveness by observation of lesson delivery and that data analysis is evident.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Department Meeting Agenda Student Work Sample Data Chats

G7.B4 Students enrolling in CTE CTE courses are offered; however, not grouped as career academies.

G7.B4.S1 Ongoing data analysis between the students, teachers, and administration regarding students that are interested in the courses as well as successful course completers. CTE Administrators, CTE Coach, and CTE Teachers are to provide final approvals for CTE schedule changes throughout the school year. At the end of the year the Assistant Principal of Instruction (APC) and head counselor to go over student class schedules and subject selection.

Action Step 1

Data Chats to assist with monitoring the students through course completion.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chat protocols

Plan to Monitor Fidelity of Implementation of G7.B4.S1

During planning and department meeting, assistance is provided with analysis of data and tracking the students.

Person or Persons Responsible

Instructional Coach CTE Department Chairperson

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Department meeting agenda Data Chat protocols

Plan to Monitor Effectiveness of G7.B4.S1

Ensure that data analysis and data chats are evident

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chat protocols Department Meeting Agendas

G7.B5 CTE students in accelerated courses The enrollment in accelerated courses is low as well as there are minimal courses offered for students to become course completers.

G7.B5.S1 Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects to increase CTE enrollment. Prepare and test students for industry certifications through registered career-themed courses.

Action Step 1

Data Analysis to track student progress towards industry certification

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chat protocols

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Assist with data analysis, tracking students who have passed industry certification exams

Person or Persons Responsible

Instructional Coach CTE Department Chairperson

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data Chat protocols

Plan to Monitor Effectiveness of G7.B5.S1

Monitoring effectiveness of data analysis that is tracking students completing industry certification

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Department meeting agendas Data Chats

G8. In 2013, 0% of our students achieved a proficient score on the FAA Mathematics section. Our goal in 2013-2014 is that 1% of our students should score a proficient score on the FAA Mathematics section.

G8.B1 AMO: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of knowledge of basic math facts hinders the development of key math concepts.

G8.B1.S1 Implement an instructional framework that will assist teachers with bridging the instructional gap between the presentation of a lesson and student comprehension through utilizing higher-order thinking strategies to scaffold instruction throughout small group instruction, interventions, and one-on-one tutorials.

Action Step 1

During common planning, develop lesson plans (instructional framework document) that include the reinforcement of basic skills, targeted strategies as well as to discuss how such strategies will assist with improving the academic performance of students. The instructional framework will include specific times, resources used, and details regarding how the lesson will be presented.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teacher

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

During common planning sessions, provide assistance with designing lessons that incorporate higher-order questioning strategies, sample testing items, and content limits to scaffold instruction and provide students with learning experiences aligned to informal and formal assessments. During common planning sessions, provide assistance by facilitating professional development sessions and providing resources relevant to higher-order thinking strategies and differentiated instruction.

Person or Persons Responsible

Math Coach ESE Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G8.B1.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Tool Lesson Plans Coaching Log and Calendar

G8.B2 FAA Levels 4-6: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of repetition regarding math fact fluency.

G8.B2.S1 Incorporate more use of timed math fact fluency (written and oral) opportunities throughout the instructional block. Incorporate more project-based assignments that include reviewing and practicing prerequisite math concepts that connect to real-world applications through the use of measurement tools, such as protractors, rulers, compasses, etc.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that include higher-order thinking strategies, math fact fluency tasks, sample testing items, and content limits while utilizing small group instruction and DI to assist with the facilitation of whole group instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

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

During common planning sessions, provide assistance with designing lessons that incorporate higher-order questioning strategies, math fact fluency tasks, sample testing items, and content limits to scaffold instruction. During common planning sessions, provide assistance by facilitating professional development sessions and providing resources relevant to higher-order thinking strategies and differentiated instruction

Person or Persons Responsible

Mathematics Coach ESE Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G8.B2.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G8.B3 FAA Levels 7 and above: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of using tools for measurement impedes the long-term development of key math concepts.

G8.B3.S1 Incorporate more project-based assignments that include reviewing and practicing prerequisite math concepts that connect to real-world applications through the use of measurement tools, such as protractors, rulers, compasses, etc.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that include higher-order thinking strategies, math fact fluency tasks, project-based assignments, sample testing items, and content limits while utilizing small group instruction and DI to assist with the facilitation of whole group instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Plan to Monitor Fidelity of Implementation of G8.B3.S1

During common planning sessions, provide assistance with designing lessons that incorporate higher-order questioning strategies, project-based assignments, sample testing items, and content limits to scaffold instruction and provide students with learning experiences aligned to informal and formal assessments. During common planning sessions, provide assistance by facilitating professional development sessions and providing resources relevant to higher-order thinking strategies and differentiated instruction.

Person or Persons Responsible

Mathematics Coach ESE Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G8.B3.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G8.B4 Learning Gains (all) Lack of knowledge of basic math facts hinders the development of key math concepts.

G8.B4.S1 Implement an instructional framework that will assist teachers with bridging the instructional gap between the presentation of a lesson and student comprehension through incorporating higher-order questioning strategies to complement small group instruction and interventionists in providing one-on-one tutorials.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that include higher-order thinking strategies, math fact fluency tasks, sample testing items, and content limits while utilizing small group instruction and DI to assist with the facilitation of whole group instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G8.B4.S1

During common planning sessions, provide assistance with designing lessons that incorporate higher-order questioning strategies, math fact fluency tasks, sample testing items, and content limits to scaffold instruction and provide students with learning experiences aligned to informal and formal assessments. During common planning sessions, provide assistance by facilitating professional development sessions and providing resources relevant to higher-order thinking strategies and differentiated instruction.

Person or Persons Responsible

Mathematics Coach ESE Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G8.B4.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G8.B5 Learning Gains (Lowest 25%) Limited evidence of Differentiated Instruction (DI)

G8.B5.S1 Implement rotation schedules, activities, and remediation that support DI and assessment data.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that include rotation schedules and activities that support DI and whole group instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Facilitator:

Instructional Coaches Department Chairperson

Participants:

Teacher

Plan to Monitor Fidelity of Implementation of G8.B5.S1

During common planning sessions, provide assistance with designing lessons that incorporate higher-order questioning strategies, sample testing items, and content limits to scaffold instruction and provide students with learning experiences aligned to informal and formal assessments. During common planning sessions, provide assistance by facilitating professional development sessions and providing resources relevant to higher-order thinking strategies and differentiated instruction. In addition provide assistance by explaining and modeling how to analyze data and implement rotation schedules.

Person or Persons Responsible

Mathematics Coach ESE Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G8.B5.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G9. In 2013, 53% of our students scored a 3.5 or higher on the FCAT Writing 2.0. Our goal in 2013-2014, is that 58% of our students should score a level 3.5 or higher. In 2013, 64% of our students scored a level 4-6 on the FAA. Our goal in 2014 is 68%.

G9.B1 Students scoring at or above 3.5. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to student's inability to present detailed evidence, examples and reasoning to support effective arguments.

G9.B1.S1 Create a system to instruct students to develop claim(s) and counterclaims fairly, supplying data and evidence while pointing out the strengths and limitations of both claim(s) and counter claims in a discipline-appropriate form anticipating the audience's knowledge level and concerns.

Action Step 1

In common planning, lessons will be developed that include explicit instruction on developing claims, utilizing data, and proving evidence to support concerns.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Student work samples

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

During common planning, provide assistance by conducting a professional development on explicit instruction in developing claims, utilizing data, and proving evidence to support concerns.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Coaching Log Student Work Samples

Plan to Monitor Effectiveness of G9.B1.S1

Conduct classroom walk-throughs to monitor the effectiveness of instruction on developing claims, utilizing data, and proving evidence to support concerns in the lesson delivery.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through Tool Student Work Products Lesson Plans Common Planning logs

G9.B2 Students scoring at or above Level 4 in the FAA. The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was Writing Application due to students struggling in the area of spelling of phonetically, regular and high frequency words.

G9.B2.S1 Teacher will emphasize instruction utilizing convectional spelling of sight words and spelling patterns and apply to other spelling generalizations.

Action Step 1

In common planning, lessons will be developed that incorporate utilizing convectional spelling of sight words and spelling patterns that apply to other spelling generalizations.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

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

During common planning, provide assistance with the development of lessons that incorporate utilizing convectional spelling of sight words and spelling patterns that apply to other spelling generalizations.

Person or Persons Responsible

Reading Coach SPED Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Coaching Log Student Work Samples

Plan to Monitor Effectiveness of G9.B2.S1

Monitor the effectiveness of instruction incorporating the utilization of convectional spelling of sight words and spelling patterns that apply to other spelling generalizations.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through Tool Student Work Samples Lesson Plans Common Planning Logs

G10. In 2013, 41% of our students achieved a proficient score on the Geometry EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Geometry EOC.

G10.B1 Students scoring at an Achievement Level 3: Students are lacking engagement in classroom learning activities.

G10.B1.S1 Incorporate more activities and tasks within lesson plans that provide students with opportunities to engage in assignments that utilize technological tools and online computer-based programs.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that incorporate activities involving technological tools such as the Promethean Board and computer-based programs such as Gizmos and Discovery Learning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

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

During common planning sessions, provide assistance with developing lesson plans (instructional framework) that incorporate the use of technological tools such as the Promethean Board and computer-based programs such as Gizmos and Discovery Learning.

Person or Persons Responsible

Mathematics Coach Mathematics Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G10.B1.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar

G10.B2 Students scoring at an Achievement Level 4-5 Lack of a systematic approach to problem solving.

G10.B2.S1 Incorporate group presentations of real-world problems (realia), the use of process charts and graphic organizers, and problem-solving activities that include combined concepts being presented within lesson structures.

Action Step 1

During Common Planning sessions, develop lessons that incorporate group presentations of real-world problems (realia), the use of process charts and graphic organizers, and problem-solving activities that include combined concepts being presented within lesson structures.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

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

During Common Planning sessions, provide assistance with developing lessons that incorporate group presentations of real-world problems (realia), the use of process charts and graphic organizers, and problem-solving activities that include combined concepts being presented within lesson structures.

Person or Persons Responsible

Mathematics Coach Mathematics Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G10.B2.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool

G11. In 2013, Miami Southridge Senior High School will decrease the number of students identified for being at risk in the areas of attendance, failing classes and behavior from 18% to 17%.

G11.B1 Attendance There are limited opportunities to track students for daily attendance.

G11.B1.S1 Increase monitoring of the attendance of students by implementation of the District's Student Attendance Policy (6Gx13- 5A-1.041) with fidelity.

Action Step 1

Record student attendance daily in grade book and monitoring student's daily attendance

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Gradebook Daily Attendance Parent Contact Log

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

Retain records of students daily attendance through the use of the daily attendance bulletin

Person or Persons Responsible

Attendance Manager PBS Coach

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin Parent Contact Log

Plan to Monitor Effectiveness of G11.B1.S1

Monitor the effectiveness of the attendance policy with fidelity checking attendance bulletins and parent contact logs determining if students need truancy packets

Person or Persons Responsible

Administrator PBS Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Bulletins Truancy Packets

G11.B2 Failing Classes No clear system in place for tracking students who are failing courses or who are in danger of failing a course.

G11.B2.S1 Increase the amount/level of communication between parents , teachers, and counselors as a means of monitoring student progress.

Action Step 1

Monitor students retaking courses or in danger of failing courses by maintaining and communicating with parents and counselors regarding their progress.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Biweekly

Evidence of Completion

Parent contact log Gradebook reports

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Monitoring students who are in need of retaking courses by discussing different options such as FLVS; night school; or credit retrieval. This should be reflected in the students' schedule and individual plan.

Person or Persons Responsible

Grade Level Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Contact Log Student Schedule Individual Student Plans GPA report Credit history

Plan to Monitor Effectiveness of G11.B2.S1

Monitoring the plans created for students and the students' progress who are in need of retaking courses.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Individual Student Plans GPA report Credit history

G11.B3 Behavior There are limited opportunities to recognize students for positive behavior.

G11.B3.S1 Provide incentives for compliance through the use of Positive Behavior Support Program as well as implement schoolwide "Shout outs" to recognize students behaving positively.

Action Step 1

Teachers will submit names of students to administration for shout outs that have behaved in a positive manner. In addition, they monitor classroom behaviors by maintaining a parent contact log

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

PBS (Plasco) Parent Contact Log Classroom Rules

Plan to Monitor Fidelity of Implementation of G11.B3.S1

Provides incentives and rewards for positive behavior through the use of gift cards; student recognition, etc... Recognize students for positive behavior during morning and afternoon announcements ("Shout outs")

Person or Persons Responsible

PBS Coach

Target Dates or Schedule

Weekly

Evidence of Completion

PLASCO Refferals Parent Contact

Plan to Monitor Effectiveness of G11.B3.S1

Monitor and analysis behavioral data to drive school wide decisions pertaining to student behaviors and rewards.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

PLASCO Student Code of Conduct Cognos

G12. In the 2013-2014 school year, Miami Southridge Senior High will increase the overall graduation rate by assisting the students who are at risk from 75% to 77%.

G12.B1 At risk students are not enrolling in tutorial programs and are not aware of available resources regarding graduation requirements.

G12.B1.S1 The Student Services Chairperson will identify and meet with at-risk students to discuss Student Progression Plan options and credit-recovery programs and enroll students in the respective program.

Action Step 1

Monitor student progress using progress reports, nine week grade reports, FCAT data, assessment data etc.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chat protocols Gradebook

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

The Grade Level Counselors in collaboration with the Graduation Coach and the Student Services Chairperson will set up meetings with all students who are at-risk students of not meeting graduation requirements to discuss Student Progression Plan options and credit-recovery programs and enroll students in the respective program.

Person or Persons Responsible

Student Services Department Graduation Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Individual Student Progression Plan Credit History GPA report

Plan to Monitor Effectiveness of G12.B1.S1

The administrator monitors the meeting between the Grade Level Counselors, Graduation Coach and students who are at-risk of not meeting graduation requirements discussing the Student Progression Plan options and credit-recovery programs. Also, the administrator will monitor the enrollments of the students in the respective programs and tutorials.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Individual Student Progression Plan Credit History GPA report

G13. The target for the 2013-2014 is for 57% of our students to receive a college ready score on the PERT for Reading.

G13.B1 Students have limited opportunities for additional practice in analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of text.

G13.B1.S1 Students will practice reducing textual information to key points and making comparisons across texts and should also become more familiar with comparing and contrasting in and across a variety of genres and emphasis should be placed on reading closely to identify relevant details that support comparison and contrast.

Action Step 1

Teachers will emphasize identifying words and clue words that signal relationships and will provide students with more experiences with problem-and-solution-finding activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Work Samples Lesson Plans

Action Step 2

During common planning teachers will use the Gradual Release of Responsibility Model (GRRM) teachers to develop lessons that allow students to practice reducing textual information to key points.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Common Planning Logs Lesson Plans Student Work Samples

Action Step 3

Teachers will create lessons that allow students to graphically depict compare-and-contrast relationships to help students understand them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Student Work Samples

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

Student Engagement Lesson Delivery Active Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Samples Coaching Logs

Plan to Monitor Effectiveness of G13.B1.S1

Walkthrough Tools Coaching Logs Data Analysis using the FCIM

Person or Persons Responsible

Literacy Leadership Council (LLC) Response to Intervention (RTI) Team

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data (Interim, FAIR, ORF)

G14. In 2013, 41% of our students achieved a proficient score on the Algebra 1 EOC. Our goal in 2013-2014 is that 47% of our students should achieve a proficient score on the Algebra 1 EOC.

G14.B1 Students scoring at an Achievement Level 3: Limited evidence of explicit instruction following the gradual release model.

G14.B1.S1 Incorporate activities and tasks within lesson plans that would allow for ample student practice during the "You Do" as well as a "Check For Understanding" process to be implemented between the "We do" and "You do" portion of the Gradual Release Model.

Action Step 1

During common planning, develop lesson plans that include targeted times for each component of the Gradual Release Model. Identify and incorporate activities within lesson plans that would allow for ample student practice throughout each component of the Gradual Release Model.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

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

During common planning sessions, provide assistance with developing lesson plans that include targeted times for each component of the Gradual Release Model. During common planning sessions, provide professional development sessions and modeling within the classroom environment on each component of the Gradual Release Model.

Person or Persons Responsible

Mathematics Coach Mathematics Department

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G14.B1.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G14.B2 Students scoring at an Achievement Level 4-5: Limited evidence of exposure to real-world scenarios and problem solving activities

G14.B2.S1 Incorporate real-world application problems within lesson structures that relate to students' interests and provide opportunities for students to engage in academic discourse about identifying the parameters within a given problem as well as discussing how modifying parameters would alter concluding results.

Action Step 1

During common planning sessions, develop lesson plans (instructional framework) that include real-world application problems, higher-order thinking strategies, and provide opportunities for students to engage in academic discourse about problem solving.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Plan to Monitor Fidelity of Implementation of G14.B2.S1

During common planning sessions, provide assistance with developing lesson plans that include real-world application problems and probing strategies that stimulate "student accountability talk (academic discourse)".

Person or Persons Responsible

Mathematics Coach Mathematics Department Chairperson

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Log Student Work Samples

Plan to Monitor Effectiveness of G14.B2.S1

Conduct classroom walkthroughs to ensure that the daily lessons of teachers include targeted strategies and resources that support the targeted strategies within a lesson structure.

Person or Persons Responsible

Principal Assistant Principal (Mathematics)

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log and Calendar Walkthrough Tool Lesson Plans

G15. In 2013, 50% of our students scored level 4-6 on the Florida Alternative Assessment (FAA) in High School Science. Our goal for 2014 is 51%. In 2013, the students scored a level 7-9 on the FAA was 43%. The goal is to keep it the same which is 43%.

G15.B1 Students scoring at levels 4, 5, and 6 in High School Science: Limited use of NGSSS Access Points. Access to technology to complete gizmos, FCAT Explorer, virtual labs, etc

G15.B1.S1 Incorporate grade appropriate Next Generation Sunshine State Standards Access Points for science in daily lesson plans. Plan with science teachers to discuss, design, and implement strategies to increase inquiry-based learning of Science concepts. Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed. Provide opportunities for students to write and/or speak to explain concept acquisition.

Action Step 1

Develop ETO Lesson plans that include NGSSS Access Points. Refer to student Individual Education Plan (IEP) when planning,

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Student Engagement Lesson Delivery

Person or Persons Responsible

ESE Department Head

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G15.B1.S1

Walkthrough Tools Coaching Logs

Person or Persons Responsible

Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples Individual Education Plan (IEP)

G15.B2 Students scoring at or above level 7 in High School Science: Limited use of NGSSS Access Points. Access to technology to complete gizmos, FCAT Explorer, virtual labs, etc. Low participation rate in Science Fair.

G15.B2.S1 Incorporate grade appropriate Next Generation Sunshine State Standards Access Points for science in daily lesson plans. Plan with science teachers to discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts. Promote the use instructional technology (e.g., Gizmos, Discovery, PBS Learning Media, Edgenuity, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding of topics being addressed. Provide opportunities for students to write and/or speak to explain concept acquisition. Provide in-classroom opportunities for students to design and develop science and engineering projects.

Action Step 1

During common planning, High School Science teachers will use the ETO developed lesson plans and will dedicate time to discuss implementation, delivery and rigor of the lesson. A schedule will be used to ensure that all science teachers are afforded the opportunity to use the computer lab.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student work Computer Lab Calendar Science Fair projects

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Student Engagement Lesson Delivery

Person or Persons Responsible

ESE Department Head

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Samples Individual Education Plan (IEP)

Plan to Monitor Effectiveness of G15.B2.S1

Walkthrough Tools

Person or Persons Responsible

Program Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda Student Work Samples Data

Coordination and Integration

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

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Adult Education

High School Only

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

Career and Technical Education

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

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

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

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. In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.

G1.B1 Subgroups not making AMO - Black Subgroup The area of deficiency for the Black subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text. group data specific to my subgroups

G1.B1.S1 Students will delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence in relevant and sufficient; identify false statements and fallacious reasoning, locate and verify details, practice critically analysis of text, and synthesis of details to draw correct conclusions.

PD Opportunity 1

During common planning teachers will discuss and agree on methods to ensure that students practice locating and verifying details, practice critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. These will be reflected in daily lesson plans.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Logs Lesson Plans Student Work Samples

PD Opportunity 2

Through the use of the Gradual Release of Responsibility Model (GRRM) teachers will model the use of the claim, evidence and reasoning (CER) model to ensure that students are familiar and comfortable with its use and purpose.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Students Work Samples

G3. Our goal in 2013-2014 is to increase the number of students passing on the US History EOC.

G3.B1 Students scoring at Level 3 (middle 3rd) There is a lack of rigor with respect to instruction and assignments.

G3.B1.S1 During common planning, work as a team to develop lessons that plan for higher order thinking skills and questions so that assignments are rigorous such as including Data Based Questions.

PD Opportunity 1

Lesson plans created using question task cards and Depth of Knowledge questions, as well as, DBQs based on content focus.

Facilitator

Instructional Coaches Department Chairperson Lead Teacher

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Common planning sign in

G3.B2 Students scoring at Level 4 (upper 3rd) Inconsistent/poor implementation of the gradual release model

G3.B2.S1 During common planning, teachers will plan for the implementation of the Gradual Release of Responsibility Model (GRRM) in all U.S. History classrooms.

PD Opportunity 1

Lesson plans created using the Gradual Release Model follow a scripted framework adhering to 30-minutes to explicitly teach the content focus.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Common Planning Sign In

G5. In 2013, 54% of our students scored passing on the Biology EOC. Our goal in 2014 is that 60% of our students should score passing on the Biology End-of-Course (EOC) Test.

G5.B1 Students scoring at achievement level 3: Teachers lack the ability to deliver instruction at the appropriate level of RIGOR using appropriate tools and instructional strategies to ensure passing scores on the Biology End-of-Course (EOC) Test.

G5.B1.S1 Plan and deliver professional development to help teachers deliver instruction at the appropriate level of RIGOR using appropriate tools and instructional strategies.

PD Opportunity 1

Provide professional development on the Gradual Release of Responsibility Model (GRRM) to all Biology teachers.

Facilitator

ETO Facilitator

Participants

Science Coach

Target Dates or Schedule

October 2013

Evidence of Completion

PD Agenda PD Attendance Log

G8. In 2013, 0% of our students achieved a proficient score on the FAA Mathematics section. Our goal in 2013-2014 is that 1% of our students should score a proficient score on the FAA Mathematics section.

G8.B1 AMO: (American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) Lack of knowledge of basic math facts hinders the development of key math concepts.

G8.B1.S1 Implement an instructional framework that will assist teachers with bridging the instructional gap between the presentation of a lesson and student comprehension through utilizing higher-order thinking strategies to scaffold instruction throughout small group instruction, interventions, and one-on-one tutorials.

PD Opportunity 1

During common planning, develop lesson plans (instructional framework document) that include the reinforcement of basic skills, targeted strategies as well as to discuss how such strategies will assist with improving the academic performance of students. The instructional framework will include specific times, resources used, and details regarding how the lesson will be presented.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

G8.B4 Learning Gains (all) Lack of knowledge of basic math facts hinders the development of key math concepts.

G8.B4.S1 Implement an instructional framework that will assist teachers with bridging the instructional gap between the presentation of a lesson and student comprehension through incorporating higher-order questioning strategies to complement small group instruction and interventionists in providing one-on-one tutorials.

PD Opportunity 1

During common planning sessions, develop lesson plans (instructional framework) that include higher-order thinking strategies, math fact fluency tasks, sample testing items, and content limits while utilizing small group instruction and DI to assist with the facilitation of whole group instruction.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

G8.B5 Learning Gains (Lowest 25%) Limited evidence of Differentiated Instruction (DI)

G8.B5.S1 Implement rotation schedules, activities, and remediation that support DI and assessment data.

PD Opportunity 1

During common planning sessions, develop lesson plans (instructional framework) that include rotation schedules and activities that support DI and whole group instruction.

Facilitator

Instructional Coaches Department Chairperson

Participants

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.	$300
	Total	$300

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	$300	$300
Total	$300	$300

Budget Details

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

G1. In 2013, 36% of our students scored proficient on the FCAT reading. Our goal on the FCAT reading 2014 is 51% scoring proficiency.

G1.B9 Learning Gains- Lowest 25% Students have limited opportunities to engage the same reading selection to insure familiarity.

G1.B9.S1 Teachers will provide multiple opportunities to engage several times in the same reading selection to insure familiarity.

Action Step 1

Implement read alouds in all classes from a variety of text.

Resource Type

Other

Resource

Leveled and motivating classroom text that can also be used as classroom libraries

Funding Source

EESAC

Amount Needed

$300