2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Jackson Senior High School

1751 NW 36TH ST

Miami, FL 33142

305-634-2621

http://generals.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	93%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	A	A	D

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Miami Jackson Senior High Schl

Principal
Carlos Rios, Jr

School Advisory Council chair
Mr. Sanford Simon

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

Name	Title
Carlos Rios	Principal
Dr. Earl Burth	Vice Principal
Ana Barreto	Assistant Principal
Shawntai Dalton	Assistant Principal
Apryl Floyd	SPED Department Chairperson
Angela Hill	Reading Coach
Melvia Williams	Reading Coach
Sohail Chughtai	Math Coach
Matthew Radding	Science Coach
Christian Saavedra	Graduation Coach
Felix Diaz	Test Chairperson
Maria Leone	Counselor
Yvonne Farrington-Russell	Counselor
Ana Ros	CAP Advisor
Tamieka McLaughlin	Activities Director
Ana Rouco-Gasparotti	Counselor

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

Principals -2 Carlos Rios , Joey Bautista
UTD Steward – 1 Debra Reddick
Teachers – 7,Karen Roberts, Melissa Peltrau-McKinney, Angela Hill, Agostinho Ferreira, Tamieka McLaughlin
Christian Saavedra, Clara Hall-Brown
Parents – 4,Patricia Thompson, Maria Morales,Nicolas Delacruz ,Bobby Hughes
Educational Support - 4, Dina Page, Rose March ,Tonya Pollack
Students – 4, Alondra Romero, Yarie Rodriguez , Albert Crowder, Adolfo Ortiz
BCR – 3, Darryl Holsendolph, Bridgett Burns-McDowell, Ronald T. Cluff
EESAC Chair - 1, Sanford Simon

Involvement of the SAC in the development of the SIP

In order to ensure that our vision and purpose remain current and aligned with the school's expectations for student learning and school effectiveness, we review our SIP at least four times a year with the school's Educational Excellence School Advisory Council (EESAC), with the Literacy Leadership Team, and with the faculty. The EESAC is comprised of students, parents, teachers, community representatives and school administrators. The ESSAC assits the development, editing and implementation of the School Improvement Plan, their input is invaluable in the development, implementation andevaluation of the plan throughout the year. The various department chairpersons, instructional coaches and administrators sit on the school's Literacy Leadership Team. The EESAC reviews and approves the SIP at the beginning of the year, and at conclusion of each nine weeks the committee analyzes the effectiveness of the school improvement strategies and evaluates summative data to drive instruction.

Activities of the SAC for the upcoming school year

The EESAC will be responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The EESAC will also be responsible for assisting in the preparation and evaluation of the school improvement plan and the school's annual budget. They will also ensure student achievement is a top priority and will continually communicate with constituents to collect data and opinions for decision making.

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

School improvement funds will be used for student incentives focusing on attendance at after school tutoring, Accelerated Reader participation, increased achievement on district-wide assessments. Media center magazines - 2000 and principal 2999

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

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

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

Administrators

# of administrators
4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carlos Rios, Jr		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor of Science in Elementary Education from Florida International University Master of Science in ESOL from Nova Southeastern University Specialist Degree in Educational Leadership
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Math Proficiency, 57% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –No Math AMO–Yes 2012 – School Grade – C Rdg. Proficiency, 19% Math Proficiency, 28% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25% 65 Rdg. AMO –No Math AMO–Yes 2011 – School Grade – D Rdg. Proficiency, 16% Math Proficiency, 47% Rdg. Lrg. Gains, 34 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% -48 points Math Imp. of Lowest 25% - 58 points 2010 – School Grade – C Rdg. Proficiency, 16% Math Proficiency, 56% Rdg. Lrg. Gains, 40 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 49 points Math Imp. of Lowest 65% - 74 points 2009 – School Grade – D Rdg. Proficiency, 17% Math Proficiency, 51% Rdg. Lrg. Gains, 39 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 54 points Math Imp. of Lowest 65% - 80 points

Dr. Earl Burth		
Asst Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Bachelors of Science in Mathematics; Minor in Economics from Georgia State Master of Science in Mathematics Education with certification in Educational Leadership from Nova Southeastern University Doctoral Degree in Organizational Leadership from Nova Southeastern University
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Math Proficiency, 57% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –No Math AMO–Yes 2012 – School Grade – F Rdg. Proficiency, 31% Math Proficiency, 29% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% 56 Rdg. AMO –No Math AMO–No 2011 – School Grade – F Rdg. Proficiency, 51% Math Proficiency, 53% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 46 points Rdg. Imp. of Lowest 25% -27 points Math Imp. of Lowest 25% - 42 points 2010 – School Grade – C Rdg. Proficiency, 51% Math Proficiency, 49% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 65% - 58 points 2009 – School Grade – B Rdg. Proficiency, 50% Math Proficiency, 50% Rdg. Lrg. Gains, 67 points

Math Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 76 points
Math Imp. of Lowest 65% - 76 points

Shawntai Dalton		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Bachelor of Science in Elementary Education from Florida A & M University. Master of Science in Educational Leadership from Florida State University. Educational Specialist in Reading from Barry University.
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Math Proficiency, 57% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –No Math AMO–Yes 2012 – School Grade – A Rdg. Proficiency, 20% Math Proficiency, 39% Rdg. Lrg. Gains, 53 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% 74 Rdg. AMO –No Math AMO–Yes 2011 – School Grade – C Rdg. Proficiency, 23% Math Proficiency, 32% Rdg. Lrg. Gains, 52 points Math Lrg. Gains, 44 points Rdg. Imp. of Lowest 25% -62 points Math Imp. of Lowest 25% - 51 points 2010 – School Grade – N/A 2009 – School Grade – N/A

Ana Barreto		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials

Bachelor of Science in Psychology from Barry University
Master of Science in Psychology from Barry University
Master of Science in Urban Education from Eastern University
Specialist Degree in Educational Leadership from Barry University

Performance Record

2013 –School Grade-TBA
Rdg. Proficiency, 24%
Math Proficiency, 57%
Rdg. Lrg. Gains, 61 points
Math Lrg. Gains, 79 points
Rdg. Imp. of Lowest 25% - 72 points
Math Imp. of Lowest 25% - 79 points
Rdg. AMO –No
Math AMO–Yes
2012 – School Grade – A
Rdg. Proficiency, 29%
Math Proficiency, 60%
Rdg. Lrg. Gains, 45 points
Math Lrg. Gains, 68 points
Rdg. Imp. of Lowest 25% - 49 points
Math Imp. of Lowest 25% -57 points
Rdg. AMO –No
Math AMO–Yes
2011 – School Grade – A
Rdg. Proficiency, 23%
Math Proficiency, 32%
Rdg. Lrg. Gains, 52 points
Math Lrg. Gains, 44 points
Rdg. Imp. of Lowest 25% -62 points
Math Imp. of Lowest 25% - 51 points
2010 – School Grade – C
Rdg. Proficiency, 40%
Math Proficiency, 56%
Rdg. Lrg. Gains, 62 points
Math Lrg. Gains, 67points
Rdg. Imp. of Lowest 25% -68 points
Math Imp. of Lowest 25% - 69 points
2009 – School Grade – D
Rdg. Proficiency, 16%
Math Proficiency, 47%
Rdg. Lrg. Gains, 34 points
Math Lrg. Gains, 59 points
Rdg. Imp. of Lowest 25% -48 points
Math Imp. of Lowest 25% - 58 points

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

ANGELA HILL		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor of Science in English Education 6-12 from Union Institute and University. Master of Science in Educational Leadership from Liberty University	
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 72 points Rdg. AMO –No 2012 – School Grade – C Rdg. Proficiency, 19% Rdg. Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 73 points Rdg. AMO –No 2011 – School Grade – D Rdg. Proficiency, 17% Rdg. Lrg. Gains, 35 points Rdg. Imp. of Lowest 25% -44 points 2010 – School Grade – D Rdg. Proficiency, 17% Rdg. Lrg. Gains, 38 points Rdg. Imp. of Lowest 25% - 43 points 2009 – N/A was not with the district at the time	

MELVIA WILLIAMS		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelor of Science in Elementary Education from Florida Memorial University. Master of Science in Reading K-12 from Barry University. Educational Specialist in Curriculum and Teaching from Nova Southeastern University.
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Rdg. Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 72 points Rdg. AMO –No 2012 – School Grade – A Rdg. Proficiency, 20% Rdg. Lrg. Gains, 53 points Rdg. Imp. of Lowest 25% - 68 points Rdg. AMO –No 2011 – School Grade – C Rdg. Proficiency, 44% Rdg. Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% -61 points 2010 – School Grade – C Rdg. Proficiency, 48% Rdg. Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 60 points 2009 – School Grade – A Rdg. Proficiency, 64% Rdg. Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 53 points

MATTHEW RADDING

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

Areas	Mathematics, Science
Credentials	Bachelor of Science in Microbiology from University of Miami
Performance Record	2013 –School Grade-TBA Rdg. Proficiency, 24% Math Proficiency, 57% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 79 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 79 points Rdg. AMO –No Math AMO–Yes 2012 – School Grade – C Rdg. Proficiency, 19% Math Proficiency, 28% Rdg. Lrg. Gains, 57 points Math Lrg. Gains, 47 points Rdg. Imp. of Lowest 25% - 73 points Math Imp. of Lowest 25%-65 points Rdg. AMO –No Math AMO–Yes 2011 – School Grade – D Rdg. Proficiency, 16% Math Proficiency, 47% Rdg. Lrg. Gains, 34 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% -48 points Math Imp. of Lowest 25% - 58 points 2010-2009 N/A not employed in the district at the time

SOHAIL CHUGHTAI		
Full-time / School-based	Years as Coach: 1	Years at Current School: 16

Areas	Mathematics
Credentials	Bachelor of Science in Math and Physics from Punjab University (Pakistan) Master of Science in Mathematics from Nova Southeastern University. Master of Science in Economics Punjab University (Pakistan)
Performance Record	2013 –School Grade-TBA Math Proficiency, 57% Math Lrg. Gains, 79 points Math Imp. of Lowest 25% - 79 points Math AMO–Yes 2012 – School Grade – A Math Proficiency, 39% Math Lrg. Gains, 66 points Math Imp. of Lowest 25% 74 Math AMO–Yes 2011 – School Grade – A Math Proficiency, 55% Math Lrg. Gains, 65 points Math Imp. of Lowest 25% - 71 points 2010 – School Grade – D Math Proficiency, 55% Math Lrg. Gains, 77 points Math Imp. of Lowest 25% - 82 points 2009 – School Grade – F Math Proficiency, 46% Math Lrg. Gains, 72 points Math Imp. of Lowest 25% - 69 points

Classroom Teachers

# of classroom teachers
87

 # receiving effective rating or higher
75, 86%

 # Highly Qualified Teachers
45%

 # certified in-field
75, 86%

 # ESOL endorsed
15, 17%

 # reading endorsed
16, 18%

 # with advanced degrees
36, 41%

 # National Board Certified
1, 1%

 # first-year teachers
13, 15%

 # with 1-5 years of experience
12, 14%

 # with 6-14 years of experience
35, 40%

 # with 15 or more years of experience
27, 31%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

The school has partnered with Teach for America (TFA) to recruit and retain highly qualified teachers in core subject areas. Also, staff works with the district's instructional staffing office to identify highly qualified staff members. The principals and assistant principals oversee this process, and also monitor implementation of the MINT Mentor program within the school to retain newly hired staff members.

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

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following two courses:
I. Overview of Mentoring and Induction for New Teachers (MINT)
II. Introduction to Instructional Mentoring
• Teachers new to the profession (without previous teaching experience) are eligible to receive a site-based mentor.
• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, math coach, National Board Certified Teacher, etc.
• Teachers are paired with a buddy or mentor based on their content area when at all possible and to ensure they recieve the support and information necessary to succeed in the profession.

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 RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. 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.
Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.
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 monthly
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.

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

Tier 1(Leadership Team)
• Administrator(s)Carlo Rios Jr. (Principal), Earl Burth (Vice Principal), Ana Barreto (Assistant Principal), Shawntai Dalton (Assistant Principal) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving;
Angela Hill (Reading Coach)
Melvia Williams (Reading Coach)
Sohail Chughtai (Math Coach)
Matthew Radding (Science Coach)
Christian Saavedra (Graduation Coach)
Felix Diaz (Test Chairperson)
Apryl Floyd (SPED Chairperson)
Maria Leone (Counselor)
Yvonne Farrington-Russell (Counselor)
Ana Ros (CAP Advisor)
Tamieka McLaughlin (Activities Director)
Lavanda Simpkins (Social Worker)
Pat Thompson (Parent)
• In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team Vice Principal Earl Burth, Assistant Principal Ana Barreto, Assistant Principal Shawntai Dalton, Reading Coaches Angela Hill and Melvia Williams, Math Coach Sohail Chughtai and Science Coach Matthew Radding will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team,Christian Saavedra (Graduation Coach), Felix Diaz (Test Chairperson), Apryl Floyd (SPED Chairperson),Maria Leone (Counselor),Yvonne Farrington-Russell (Counselor), Ana Ros (CAP Advisor), and parent/guardian make up the Tier 3 SST Problem Solving Team.
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Principal: Provides a mission and objectives that reflect the steps of the RtI model to meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the RtI Leadership Team.

Ensures the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty's needs.

Core Teachers: Provides tiered instruction to students needing additional support with mastering benchmarks. Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.

SPED Teachers: Provides information about instructional and behavioral accommodations for Tier 3 interventions. Collaborates with core teachers in utilizing SPED strategies and materials.

Curriculum Coaches: Coaches will assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

School Psychologist: Assist in providing psychological evaluations and consultation services for students and parents who are required to receive Tier I, Tier 2, and Tier 3 instruction. The school psychologist will also provide assistance in analyzing data and be an integral part in providing problem solving strategies to the RtI leadership team.

Test Chairperson: Generates, maintains, and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments; as well as information regarding attendance, suspensions / expulsions trends.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with students serviced by the RtI model.

The RtI Leadership team will focus on addressing individual student needs. The team will do so by utilizing the RtI process. The team will collect data, analyze it, and apply effective interventions.

The first level of support is the core instructional and behavioral practices designed for all students in the general curriculum.

The second level of support is the supplemental instruction which provides students additional academic and behavioral support to groups of targeted students who need further support.

The third level of support is the intensive intervention which provides additional academic and / or behavioral support to individual students.

The RtI Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and student achievement.

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 aimlines 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

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• EasyCBM
• STAR reading assessment
• Oral Reading Fluency Measures
• Voyager Phonemic Awareness and Phonics measures

- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- EOC's
- Jamestown Navigator Placement Exams
- Comprehensive English Language Learning Assessment (CELLA)
- School Site Monthly Assessments
- Practice Scholastic Aptitude Test (P-SAT)
- Scholastic Aptitude Test (SAT)
- American College Test (ACT)
- Post Secondary Education Readiness Test (PERT)
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Frequency Monitoring
- PLASCO (Positive Behavior Support)

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

Miami Jackson Senior High l will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,400

Miami Jackson Senior High provides extended opportunities for student learning through Saturday School and after school enrichment opportunities. Students are provided with incentives to promote consistent attendance and increased student achievement in core subject areas. Students are targeted based on academic levels, including the Lowest 25%, 'Bubble' students, and academically advanced students. The curriculum is provided by the district and contains research-based strategies to implement in lessons with students. In addition, extended learning opportunities are also provided during recess time during the annual Spring Break Camp which targets reading, mathematics, and science. Teachers are provided with common planning time to collaborate at the beginning of each extended learning opportunity

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 based on attendance at extended learning opportunities and analyzed with the Leadership Team to determine effectiveness of implemented strategies during instruction.

Who is responsible for monitoring implementation of this strategy?

Administrators

Strategy: Weekend Program
Minutes added to school year: 3,600

Miami Jackson Senior High provides extended opportunities for student learning through Saturday School and after school enrichment opportunities. Students are provided with incentives to promote consistent attendance and increased student achievement in core subject areas. Students are targeted based on academic levels, including the Lowest 25%, 'Bubble' students, and academically advanced students. The curriculum is provided by the district and contains research-based strategies to implement in lessons with students. In addition, extended learning opportunities are also provided during recess time during the annual Spring Break Camp which targets reading, mathematics, and science. Teachers are provided with common planning time to collaborate at the beginning of each extended learning opportunity.

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 based on attendance at extended learning opportunities and analyzed with the Leadership Team to determine effectiveness of implemented strategies during instruction.

Who is responsible for monitoring implementation of this strategy?

Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Carlos Rios Jr	Principal
Earl Burth	Vice Principal
Ana Barreto	Assistant Principal
Shawntai Dalton	Assistant Principals
Apryl Floyd	Department Chairperson
Sylvia Quinones	Department Chairperson
Albert Cabrera	Department Chairperson
Enid Harum-Alvarez	Department Chairperson
Melvia Williams,	Reading Coach
Angela Hill	Reading Coach
Sohail Chughtai,	Math Coach
Matthew Radding	Science Coach
Sanford Simon	Media Specialist

Name	Title
Felix Diaz	Test Chairperson
Yvonne Farrington-Russell	Counselor
Maria Leone	Counselor
Ana Rouco-Gasparotti	Counselor
Ana Ros	CAP Advisor

How the school-based LLT functions

The Literacy Leadership team will monitor academic data thus determining what students have and have not learned. The LLT will also gather and analyze data to determine professional developments for faculty based on student needs. Maintain a support system and allow staff to place input and feedback. The LLT will also provide clear indicators of progress and the validity and effectiveness of program delivery.
The Literacy Leadership team will meet on a monthly basis to communicate feedback, provide updates, and hold professional development as it relates to strategies, interventions, resources and goals towards student achievement.

Major initiatives of the LLT

The Major initiatives for the 2013-2014 school year will be as follows:
Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
Promote the increase of independent reading through the use of Accelerated Reader.
Assist instructional staff in data collection ,analysis and appropriate use of FAIR and Interim data to guide instruction.
Facilitate professional development on differentiating instruction.
Enhance the use of literacy best practices across all core subject areas including but not limited to Reading , Language Arts, Writing, Social Studies and Mathematics.
Implement Differentiated Instruction for all disciplines by utilizing data to drive instruction and group students according to data.
Incorporating intervention activities across the curriculum.
Implement higher order thinking skills.
Implement rigorous activities through use of higher order questioning, Webb's Depth of Knowledge and High School Task Cards.
Promote the use of Socratic circles and student accountability talk
Ensuring that students are familiar with their data and their areas of strengths and those areas in need of further development.

Every Teacher Contributes to Reading Instruction

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

Every teacher at Miami Jackson Senior High is given an instructional calendar which depicts the secondary reading benchmark per grade level. All teachers this year were provided a toolkit that consists of their pacing guides, frameworks, instructional focus calendars and data is collected and analyzed throughout the school year. Teachers are also provided with Reading strategies to implement within their classroom and are given support by the school's Literacy Coaches. The Literacy Coaches provide professional development on how to implement these strategies and how bell ringers can assist in teaching Reading, regardless of subject area. Teachers are provided with classroom libraries which are leveled for the variety of readers present at Miami Jackson Senior High school. There will be a school wide focus on a "Strategic 5" literacy strategies that will be used across content areas, including the

Frayer Model, WIN/GIST/SWAG, structured note-taking, RAFT, and reciprocal teaching. School wide literacy goals are created and followed up by literacy coaches.

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 Jackson Senior High develops its curriculum so that students observe how one discipline affects the other and how all disciplines can be utilized in real world settings. Students participate in extra-curricular activities which include completing community service hours, clubs, and / or participating in auxiliaries.
All ninth grade students are enrolled in a Freshman Transition course to help prepare them for career development and postsecondary endeavors. Students research career offerings and the necessary education requirements needed for graduation.
Through our Small Learning Community Grant, Miami Jackson collaborates with College Summit who works in partnership with schools to develop a sustainable model for raising college enrollment rates community-wide. A small group of our academically advanced students who will enter the 12th grade in the fall; will attend the College Summit Program during the summer to be trained as peer leaders. In the fall these students will serve as in class mentors to senior students. The teachers, CAP Advisor and counselors are also trained as part of the program. In addition, the program works with students to help them with the necessary testing for college entrance throughout the school year.
Dual Enrollment courses are being offered to eleventh and twelfth grade students in the areas of Business, English, and Sports, and Mathematics. Advanced Placement courses are also offered to eleventh and twelfth grade students in the areas of Science and Social Studies.

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

All students entering Miami Jackson Senior High select one of four career academies: Generals Academy, Academy of Business and Information Technology, Academy of Consumer and Family Services or Academy of Health and Public Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired.
The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at postsecondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of Business, English, Mathematics, and Sports Administration.

Strategies for improving student readiness for the public postsecondary level

All students entering Miami Jackson Senior High select one of four career academies: Generals Academy, Academy of Business and Information Technology, Academy of Consumer and Family Services or Academy of Health and Public Services. Teachers are assigned to an academy and performance based projects are assigned within each academy to ensure the student based knowledge for career direction is acquired.
The College Board AP Potential Report is used to help target students for honors and Advanced Placement courses to prepare students for more rigorous course work required at postsecondary institutions. Efforts are in place to increase the number of advanced courses offered to students across the curriculum. These efforts include offering Dual Enrollment courses to eleventh and twelfth grade students in the areas of Business, English, Mathematics, and Sports Administration.

With Secondary School Reform, the Articulation, Transition, and Orientation board rule in place, Miami Jackson Senior High is able to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-Site Student Services professionals, such as the Career Advisor (CAP), will help students plan life after high school, and for success in post-secondary academic institutions. Miami Jackson Senior High School had an 84% graduation rate in 2011-2012 school year with a standard diploma. The number of students graduating increased to 92% in the 2012-2013 school year..

SAT/ACT courses are offered as part of the regular curriculum for both reading and mathematics and Miami Jackson is an ACT testing site. The counselors also review the College Board's College Bound Seniors – High School Reports each year to monitor trends and make adjustments to the curriculum offerings. Students are also offered the Post Secondary Readiness Test (PERT).

All ninth grade students are enrolled in a Freshman Transition course to help prepare them for high school expectations, career development and postsecondary endeavors. Students research career offerings and the necessary education requirements needed to complete high school. Students also are given strategies which focus on educational achievement, personal / social development, career, community awareness, and health and wellness which support student success.

Through our Small Learning Community Grant, Miami Jackson collaborates with College Summit who works in partnership with schools to develop a sustainable model for raising college enrollment rates community-wide. A small group of academically average students who will enter the 12th grade in the fall; will attend the College Summit Program during the summer to be trained as peer leaders. In the fall these students will serve as in class mentors to senior students. The teachers and counselors are also trained as part of the program. In addition, the program works with students to help them with the necessary testing for college entrance throughout the school year.

Students are afforded opportunities within the school year to visit companies and businesses to experience their potential career in action. Students within the National Academy Foundation courses all participate in a career internship during their eleventh grade year. Other students may enter the CEO Internship Program to experience the workplace of their choice.

Expected Improvements

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	33%	24%	No	40%
American Indian				
Asian				
Black/African American	33%	21%	No	39%
Hispanic	34%	26%	No	41%
White				
English language learners	21%	0%	No	29%
Students with disabilities	28%	11%	No	36%
Economically disadvantaged	33%	24%	No	40%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	16%	27%
Students scoring at or above Achievement Level 4	60	8%	13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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)	91	42%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	15%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	16%	24%

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.		59%	63%

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	197	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	57%	Yes	41%
American Indian				
Asian				
Black/African American	37%	56%	Yes	43%
Hispanic	33%	57%	Yes	39%
White				
English language learners	26%	37%	Yes	33%
Students with disabilities	19%	18%	No	27%
Economically disadvantaged	33%	57%	Yes	39%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		79%	81%
Students in lowest 25% making learning gains (EOC)		79%	81%

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.		21%	29%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	133	34%	38%
Students scoring at or above Achievement Level 4	32	8%	10%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	31%	34%
Students scoring at or above Achievement Level 4	123	32%	33%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	34%	38%
Students scoring at or above Achievement Level 4	34	9%	11%

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)	380		400
Participation in STEM-related experiences provided for students	63	5%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses		2%	10%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	260	19%	25%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	100	45%	60%
Completion rate (%) for CTE students enrolled in *accelerated* courses		99%	100%
Students taking CTE industry certification exams	143	65%	70%
Passing rate (%) for students who take CTE industry certification exams		73%	80%
CTE program concentrators	78	6%	15%
CTE teachers holding appropriate industry certifications	6	100%	100%

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	354	25%	24%
Students in ninth grade with one or more absences within the first 20 days	294	22%	15%
Students in ninth grade who fail two or more courses in any subject	54	12%	11%
Students with grade point average less than 2.0	162	12%	11%
Students who fail to progress on-time to tenth grade	5	1%	1%
Students who receive two or more behavior referrals	592	44%	43%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	630	44%	43%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	29	2%	2%
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)	179	91%	91%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	83	92%	92%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	219	74%	76%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Miami Jackson Senior High involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation at school sponsored events	330	25%	30%

Goals Summary

G1. Use data driven instruction to increase students proficiency in writing across curriculum.

G2. Establish routines and classroom protocols to ensure the use of technology in Algebra, Geometry and ESOL classes.

G3. Increase the level of content knowledge and ESOL support in Physical Science and Biology classes.

G4. Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.

G5. Increase the amount of students taking industry certification exams.

Goals Detail

G1. Use data driven instruction to increase students proficiency in writing across curriculum.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Reading coaches, curriculum support personnel, technology based reading programs, allocated funds for professional development, assessment data

Targeted Barriers to Achieving the Goal

- Limited evidence of regrouping students for differentiated instruction between progress monitoring is noted.

- No evidence of implemented strategies that meet English Language Arts Writing requirements of Common Core Standards.

- Promote immediate, targeted interventions and classroom support.

- Limited evidence of addressing varying modes such as analytical writing

- Limited evidence of the use of student journals in ELL Writing classes.

Plan to Monitor Progress Toward the Goal

Monitor student grouping templates, data chat forms, and evaluate resources used during differentiated instruction.

Person or Persons Responsible
Administrators Reading Coaches

Target Dates or Schedule:
8/19/13 – ongoing

Evidence of Completion:
Student grouping templates, data chat forms, and resources used during differentiated instruction.

G2. Establish routines and classroom protocols to ensure the use of technology in Algebra, Geometry and ESOL classes.

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

- Writing

- 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
- Math Coach Use of Technology Math note taking binders City Year

Targeted Barriers to Achieving the Goal
- Students do not utilize notes or notebooks to complete independent assignments and gain competence and confidence in solving problems.

- There are not established routines and procedures for the classroom environment (starting in the 1st minute of class).

- Technology is not used effectively to enhance the learning process. This includes the use of: calculators, Promethean response clickers, and computer stations.

- There was inconsistent implementation of the interventions and City Year usage in the 9th grade classes

Plan to Monitor Progress Toward the Goal

Increased use of notebooks

Person or Persons Responsible
Teachers, students, Coaches, Administrators.

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increased proficiency throughout the year in assessments as a result of notebook use.

G3. Increase the level of content knowledge and ESOL support in Physical Science and Biology classes.

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

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal
- -Class set of Spanish-English dictionaries in each classroom. -Increased use of technology to support ELL students (e.g. translation pens in classroom) -Additional training during summer academy with focus on content knowledge. -Create a mentor program pairing up a master teachers from other ETO schools with Jackson physical science teachers.

Targeted Barriers to Achieving the Goal
- - Physical Science • Weak implementation of CPO program • Content deficiency among teachers

- – Data continues to show that our ELL biology students are struggling.

- -Ineffective implementation of lab notebooks, weakness in student writing and analysis

- Weak foundation of content for upcoming biology students

- Spending too much time in common planning on the creation of the lesson plan and weak implementation.

Plan to Monitor Progress Toward the Goal

Increased rigor in Physical Science classes

Person or Persons Responsible
Administration and Science Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increased performance in interim assesments

G4. Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.

Targets Supported

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- CTE

Resources Available to Support the Goal

- Reading coaches, curriculum support personnel, technology based reading programs, allocated funds for professional development, assessment data, Accelerated Reader

Targeted Barriers to Achieving the Goal

- Students need increased opportunities for consistent independent reading through the use of Accelerated Reader/STAR.

- Students are provided with limited opportunities to engage in varying modes of writing such as analytical writing and responding to complex text and different forms of media.

- Increasing and maintaining proficiency among students performing at FCAT Levels 3 or higher.

- Teacher/student ownership of data is limited.

- Teachers need training and coaching on the implementation of Common Core Standards to increase rigor of instruction in literacy classes.

- Limited evidence of a structured Common Planning

Plan to Monitor Progress Toward the Goal

Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Person or Persons Responsible
Administrators Media Specialist Reading Coaches

Target Dates or Schedule:
8/19/13 - ongoing

Evidence of Completion:
Increase in progress monitoring data

G5. Increase the amount of students taking industry certification exams.

Targets Supported
- STEM

- STEM - High School

- CTE

Resources Available to Support the Goal
- Literacy Coach Science Coach

Targeted Barriers to Achieving the Goal
- Ineffective explicit instruction.

- Identify students early in the year that wiull be eligible for industry certification

- Lack of after school and Saturday School opportunities for students to ensure a successful passing rate

Plan to Monitor Progress Toward the Goal

Walkthroughs, common planning

Person or Persons Responsible
Vice principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Increased passing rate on ICE

Action Plan for Improvement

Problem Solving Key

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

G1. Use data driven instruction to increase students proficiency in writing across curriculum.

G1.B1 Limited evidence of regrouping students for differentiated instruction between progress monitoring is noted.

G1.B1.S1 Teachers will use data from Write Score along with class writing assignments to drive instruction, and in determining differentiated instruction groupings. Teachers will provide a minimum of two writing assignments per nine-weeks that will be scored for Focus, Organization, Support, and Conventions, and regroup students accordingly. The reading coach will provide support to teachers to utilize the data efficiently to assure that the needs of all students are met through DI in the writing classes.

Action Step 1

Monitor student grouping templates, data chat forms, and evaluate resources used during differentiated instruction.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Student grouping templates, data chat forms, and resources used during differentiated instruction.

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

Monitor student grouping templates, data chat forms, and evaluate resources used during differentiated instruction.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Student grouping templates, data chat forms, and resources used during differentiated instruction

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student grouping templates, data chat forms, and evaluate resources used during differentiated instruction.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Student grouping templates, data chat forms, and resources used during differentiated instruction

G1.B2 No evidence of implemented strategies that meet English Language Arts Writing requirements of Common Core Standards.

G1.B2.S1 Increase the use of Mentor texts that are related to specific instructional strategies with the goal of teaching students how to use mentor texts to generate various levels of support within their writing.

Action Step 1

Conduct Coaching Cycles focusing on explicit instruction for this specific strategy and strategic Common Planning sessions with Creative Writing teachers to prepare them to effectively utilize this strategy.

Person or Persons Responsible

Reading Coaches Curriculum Support Personnel

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Coach logs, lesson plans, walkthrough logs.

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

Conduct Coaching Cycles focusing on explicit instruction for this specific strategy and strategic Common Planning sessions with Creative Writing teachers to prepare them to effectively utilize this strategy.

Person or Persons Responsible

Reading Coaches Curriculum Support Personnel Administrators

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Coach logs, lesson plans, walkthrough logs.

Plan to Monitor Effectiveness of G1.B2.S1

Conduct Coaching Cycles focusing on explicit instruction for this specific strategy and strategic Common Planning sessions with Creative Writing teachers to prepare them to effectively utilize this strategy.

Person or Persons Responsible

Reading Coaches Curriculum Support Personnel Administrators

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Coach logs, lesson plans, walkthrough logs.

G1.B2.S2 The Literacy Coach over Writing will attend professional developments which focus on the integration of analytical writing strategies and application of writing strategies across the curriculum. The Coach will provide professional development through Common Planning and Coaching Cycles focusing on explicit instruction. Conduct Coaching Cycles focusing on explicit instruction for specific strategies aligned to analytical writing and implement strategic Common Planning sessions with Literacy teachers to prepare them to effectively utilize these strategies.

Action Step 1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Common Core Standards in lesson plans, coaching logs, and student work folders.

Facilitator:

Reading Coach

Participants:

Administrators Reading Coaches

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

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Common Core Standards in lesson plans, coaching logs, and student work folders.

Plan to Monitor Effectiveness of G1.B2.S2

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Common Core Standards in lesson plans, coaching logs, and student work folders.

G1.B3 Promote immediate, targeted interventions and classroom support.

G1.B3.S1 Provide opportunities for After-School tutoring, Saturday School, and Hourly Interventionist. Consistently monitor student progress based on interventions.

Action Step 1

Monitor implementation of interventions following Baseline Assessment data.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Intervention sign-in sheets, lesson plans

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

Monitor implementation of interventions following Baseline Assessment data.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Intervention sign-in sheets, lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Monitor implementation of interventions following Baseline Assessment data.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Intervention sign-in sheets, lesson plans

G1.B4 Limited evidence of addressing varying modes such as analytical writing

G1.B4.S1 Teachers will provide students with the opportunity to conduct research and develop a written research paper infusing the complete the writing process and information from multiple sources.

Action Step 1

Monitor the incorporation of research based writing through lesson plans, the coaching logs, student work folders and attending common planning.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Lesson plans, the coaching logs, student work folders

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

Monitor the incorporation of research based writing through lesson plans, the coaching logs, student work folders and attending common planning.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Lesson plans, the coaching logs, student work folders

Plan to Monitor Effectiveness of G1.B4.S1

Monitor the incorporation of research based writing through lesson plans, the coaching logs, student work folders and attending common planning.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Lesson plans, the coaching logs, student work folders

G1.B5 Limited evidence of the use of student journals in ELL Writing classes.

G1.B5.S1 Provide ongoing coaching support on the appropriate journal use in the ELL Writing class to implement instruction of the various modalities of writing throughout the writing process.

Action Step 1

Monitor the use of student journals to increase the quality of students' writing in the ELL writing class.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Various modes of writing in student journals

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

Monitor the use of student journals to increase the quality of students' writing in the ELL writing class.

Person or Persons Responsible

Various modes of writing in student journals

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Various modes of writing in student journals

Plan to Monitor Effectiveness of G1.B5.S1

Monitor the use of student journals to increase the quality of students' writing in the ELL writing class.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Various modes of writing in student journals.

G2. Establish routines and classroom protocols to ensure the use of technology in Algebra, Geometry and ESOL classes.

G2.B1 Students do not utilize notes or notebooks to complete independent assignments and gain competence and confidence in solving problems.

G2.B1.S1 -Develop Explicit Notes to assist with comprehension of content taught during common planning -Develop during common planning a format and note-taking structure for the courses and lessons that will be utilized throughout instruction that will be gradually released through the year for student independence -Monitor student's note taking during explicit instruction and the utilization of the notes during the completion of independent assignments. -Conduct binder checks on a weekly basis.

Action Step 1

Utilize notes while completing classwork assignments.

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Administer assessments that allows for the use of notes.

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

Utilize notes while completing classwork assignments.

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Administer assessments that allows for the use of notes.

Plan to Monitor Effectiveness of G2.B1.S1

Utilize notes while completing classwork assignments.

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased performance on Interim assessmnets

G2.B2 There are not established routines and procedures for the classroom environment (starting in the 1st minute of class).

G2.B2.S1 Develop a framework for beginning of class protocol, collaborative work, and end of class procedures across all curriculum areas.

Action Step 1

First week of school framework and expectation of framework will explained to students in detail.

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of routines and procedures being implemented in the classroom with fidelity.

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

First week of school framework and expectation of framework will explained to students in detail. Observe daily framework and make adjustments as needed.

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of routines and procedures being implemented in the classroom with fidelity.

Plan to Monitor Effectiveness of G2.B2.S1

Established routines and procedures .

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of routines and procedures being implemented in the classroom with fidelity.

G2.B3 Technology is not used effectively to enhance the learning process. This includes the use of: calculators, Promethean response clickers, and computer stations.

G2.B3.S1 -Explain in detail to learners how to calculators to assist solving and understanding problems and content. -Utilize content base computer programs to reinforce/ enrich content being taught by teacher. -Identify an observational teacher who will utilize active expressions in the lesson framework.

Action Step 1

Explain the use of calculators, increased use of computer programs

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

-Monitor usage through oral assessments during instructional delivery. -Check for students' ability to use calculators during problem solving activities. -Monitor the usage of the devices through coaching cycle documentation and walk throughs

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

Increased use of technology

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

-Monitor usage through oral assessments during instructional delivery. -Check for students' ability to use calculators during problem solving activities. -Monitor the usage of the devices through coaching cycle documentation and walk throughs

Plan to Monitor Effectiveness of G2.B3.S1

Increased use of technology

Person or Persons Responsible

Teachers, students, Coaches, Administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, calculator use and increased use of computer based programs.

G2.B5 There was inconsistent implementation of the interventions and City Year usage in the 9th grade classes

G2.B5.S1 Establish at the start of the year a concise framework that includes a definite place and structure for interventionist/City Year members Establish regular check-up meetings with the interventionist to adjust and continue efficiency.

Action Step 1

Interventions

Person or Persons Responsible

City Year Corp and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitor the use of framework and City Year reports

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Implementation of interventions by City Year Corp

Person or Persons Responsible

City Year and administration over Math

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitor the use of framework and City Year reports, increased performance of students due to implementation

Plan to Monitor Effectiveness of G2.B5.S1

Implementation of interventions

Person or Persons Responsible

City Year and Administration over Math

Target Dates or Schedule

Ongoing

Evidence of Completion

increased student performance in interim assessments.

G3. Increase the level of content knowledge and ESOL support in Physical Science and Biology classes.

G3.B1 - Physical Science • Weak implementation of CPO program • Content deficiency among teachers

G3.B1.S1 -Teachers will participate in professional development of CPO equipment. -Additional training during summer academy with focus on content knowledge. -Create a mentor program pairing up a master teachers from other ETO schools with Jackson physical science teachers.

Action Step 1

Interim Assessment Data

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Data will show increased proficiency

Facilitator:

Participants:

Science Coach AP over science

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

Quarterly Assessment Data ,Interim Assessment Data

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Increased implementation of Physical Science curriculum and evidence of content foundation.

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly Assessment Data

G3.B2 – Data continues to show that our ELL biology students are struggling.

G3.B2.S1 Create biology classes designated for ELL students: • ESOL 1 and 2 • ESOL 3 and 4 Class set of Spanish-English dictionaries in each classroom. Increased use of technology to support ELL students (e.g. translation pens in classroom)

Action Step 1

Increased proficiency in our ELL population

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in ELL performance on Interim Assessment Data

Facilitator:

Participants:

Science Coach AP over science

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

Use of aforementioned strategies in all Ell Science classes

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Data

Plan to Monitor Effectiveness of G3.B2.S1

Effectiveness of implementation of aforementioned strategies

Person or Persons Responsible

AP over science , Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased proficiency in ELL science performance

G3.B3 -Ineffective implementation of lab notebooks, weakness in student writing and analysis

G3.B3.S1 - Teachers will plan a daily strategy where students learn one section of the lab report at a time in order to build capacity in the writing of each section of the lab report. - Use of lab notebooks for in class analysis and observation writing. Teacher will build student capacity to eventually complete an electronic lab report (especially with honors classes). - Teachers need to be trained on the effective use of the lab notebook during summer teacher academy.

Action Step 1

Lab Notebooks and Lab Reports

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will increase capacity to eventually complete an electronic lab report (especially with honors classes).

Facilitator:

Participants:

Science Coach AP over science

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Lab Notebooks and Lab Reports

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will be able to complete an electronic lab report.

Plan to Monitor Effectiveness of G3.B3.S1

Lab Notebooks and Lab Reports

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased use of lab notebooks and lab reports.

G3.B4 Weak foundation of content for upcoming biology students

G3.B4.S1 -Students will be expected to complete a summer assignment in preparation for biology. -Students will be introduced to Schoology and expected to complete their summer assignment and return to school in August with a completed portfolio.

Action Step 1

Summer Assignment Portfolio

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

May - August

Evidence of Completion

Baseline assessment

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Summer Assignment Portfolio

Person or Persons Responsible

Science Coach

Target Dates or Schedule

May - August

Evidence of Completion

Increased performance on baseline assessmnt

Plan to Monitor Effectiveness of G3.B4.S1

Monitor assignment completion

Person or Persons Responsible

Science Coach

Target Dates or Schedule

May - August

Evidence of Completion

Increased performance in the baseline assessment

G3.B5 Spending too much time in common planning on the creation of the lesson plan and weak implementation.

G3.B5.S1 -Teachers/coaches will create lessons prior to common planning in order to center discussion around the delivery and understanding of the lesson as opposed to the creation of the lesson plan. - Common planning will be used to script the lesson sequence and identifying higher order questions, prepare labs/activities and have rich discussion of content in alignment with the item specifications.

Action Step 1

Effective implementation of lesson plan

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

August 2013 – June 2014

Evidence of Completion

Fidelity of lesson plan implementation will be evident throughout science classrooms.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Effective implementation of lesson plan

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

August 2013 – June 2014

Evidence of Completion

Evidence of fidelity in lesson plan implementation in science classes

Plan to Monitor Effectiveness of G3.B5.S1

Effective implementation of lesson plan

Person or Persons Responsible

Science Coach AP over science

Target Dates or Schedule

August 2013 – June 2014

Evidence of Completion

there will be an increase in the fidelity of lesson plan implementation throughout science classrooms.

G4. Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.

G4.B1 Students need increased opportunities for consistent independent reading through the use of Accelerated Reader/STAR.

G4.B1.S1 Implement a Literacy Leadership Team and develop an Independent Reading Plan that is monitored to set goals, incorporate written reflections based on the reading and provides incentives to promote independent reading.

Action Step 1

Consistent administrative monitoring of the independent reading plan, including incentives, through reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders and Literacy Leadership Team meeting agendas and minutes

Person or Persons Responsible

Administrators Media Specialist Reading Coaches Curriculum Support Personnel Literacy Leadership Team members

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders, and Literacy Leadership Team meeting agendas and minutes.

Facilitator:

Participants:

Administrators Media Specialist Reading Coaches Curriculum Support Personnel Literacy Leadership Team members

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

Consistent administrative monitoring of the independent reading plan, including incentives, through reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders and Literacy Leadership Team meeting agendas and minutes.

Person or Persons Responsible

Administrators Media Specialist Reading Coaches Curriculum Support Personnel Literacy Leadership Team members

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders, and Literacy Leadership Team meeting agendas and minutes.

Plan to Monitor Effectiveness of G4.B1.S1

Consistent administrative monitoring of the independent reading plan, including incentives, through reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders and Literacy Leadership Team meeting agendas and minutes.

Person or Persons Responsible

Administrators Media Specialist Reading Coaches Curriculum Support Personnel Literacy Leadership Team members

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders, and Literacy Leadership Team meeting agendas and minutes.

G4.B1.S2 Clearly delineate the roles and responsibilities shared between the media specialist, reading coaches, administration and members of the LLT with respect to school wide implementation and monitoring of STAR/AR.

Action Step 1

Consistent administrative monitoring of school wide independent reading via student Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Media Specialist Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S3 Expand daily and consistent student access to the media center before, during, and after school.

Action Step 1

Media Center schedules and sign in logs will be monitored.

Person or Persons Responsible

Administrators Media Specialist Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Media Center schedules and sign in logs will be updated and completed on a weekly basis.

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Consistent administrative monitoring of school wide independent reading via student Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

Plan to Monitor Effectiveness of G4.B1.S3

Consistent administrative monitoring of school wide independent reading via student Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Accelerated Reader data reports, reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning and student work folders.

G4.B1.S4 Develop incentives/competition program for promoting Accelerated Reader which rewards exemplary performance at the teacher and student level.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Students are provided with limited opportunities to engage in varying modes of writing such as analytical writing and responding to complex text and different forms of media.

G4.B2.S1 Ensure explicit modeling and implementation of close reading and text dependent questions in all core curriculum areas to increase understanding through an in-depth analysis of complex text.

Action Step 1

Monitor coaching logs to ensure that modeling is occurring in classrooms on close reading and text dependent questions on complex text.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Literacy instruction has evidence of close reading and text dependent questions on complex text.

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

Fidelity will be monitored via walkthroughs, coaching logs and lesson plans.

Person or Persons Responsible

Administrators

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Coaching logs and lesson plans.

Plan to Monitor Effectiveness of G4.B2.S1

Effectiveness will be monitored via walkthroughs, coaching logs and lesson plans.

Person or Persons Responsible

Administrators

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Coaching logs and lesson plans.

G4.B2.S2 Provide teachers with professional development on infusing varying modes of writing, such as analytical writing and responding to complex text/media, within their respective content areas.

Action Step 1

Conduct professional development on close reading and text dependent questions on complex text.

Person or Persons Responsible

Reading Coaches Curriculum Support Personnel

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

PD agenda, sign-in sheets, lesson plans, coach logs

Facilitator:

Reading Coaches Curriculum Support Personnel

Participants:

Reading Coaches Curriculum Support Personnel

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Conduct professional development on close reading and text dependent questions on complex text.

Person or Persons Responsible

Administrators Reading Coaches Curriculum Support Personnel

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

PD agenda, sign-in sheets, lesson plans, coach logs

Plan to Monitor Effectiveness of G4.B2.S2

Conduct professional development on close reading and text dependent questions on complex text.

Person or Persons Responsible

Administrators Reading Coaches Curriculum Support Personnel

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

PD agenda, sign-in sheets, lesson plans, coach logs

G4.B3 Increasing and maintaining proficiency among students performing at FCAT Levels 3 or higher.

G4.B3.S1 Monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students.

Action Step 1

Monitor student data tracking system to examine Reading trends, progress towards goals and targets for the year.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Interim data reports, completed data chat forms and student differentiated grouping templates.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monitor student data tracking system to examine Reading trends, progress towards goals and targets for the year.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Interim data reports, completed data chat forms and student differentiated grouping templates.

Plan to Monitor Effectiveness of G4.B3.S1

Monitor student data tracking system to examine Reading trends, progress towards goals and targets for the year.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19 - ongoing

Evidence of Completion

Interim data reports, completed data chat forms and student differentiated grouping templates.

G4.B3.S2 Promote interventions and enrichment specifically targeted for FCAT mastery students who demonstrate regression in their interim and progress monitoring data beginning in October 2013.

Action Step 1

Organize tutorial sessions with appropriate curriculum, instructors,and targeted students.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

October 2013 - ongoing

Evidence of Completion

Tutoring sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Organize tutorial sessions with appropriate curriculum, instructors,and targeted students.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

October 2013 - ongoing

Evidence of Completion

Tutoring sign-in sheets

Plan to Monitor Effectiveness of G4.B3.S2

Organize tutorial sessions with appropriate curriculum, instructors,and targeted students.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

October 2013 - ongoing

Evidence of Completion

Tutoring sign-in sheets

G4.B4 Teacher/student ownership of data is limited.

G4.B4.S1 Increase the quality and frequency of data-driven conversations with students between key reading assessments so that students can clearly articulate their personal goals, reading strengths and deficiencies.

Action Step 1

Create a revised data chat form that would provide students with information regarding their specific goals, strengths, and weaknesses in FCAT benchmarks and reading deficiencies and analyze differentiated instruction grouping templates.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Completed data chat forms and student differentiated grouping templates.

Facilitator:

Reading Coaches

Participants:

Administrators Reading Coaches

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Create a revised data chat form that would provide students with information regarding their specific goals, strengths, and weaknesses in FCAT benchmarks and reading deficiencies and analyze differentiated instruction grouping templates.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Completed data chat forms and student differentiated grouping templates.

Plan to Monitor Effectiveness of G4.B4.S1

Create a revised data chat form that would provide students with information regarding their specific goals, strengths, and weaknesses in FCAT benchmarks and reading deficiencies and analyze differentiated instruction grouping templates.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Completed data chat forms and student differentiated grouping templates.

G4.B4.S2 Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B5 Teachers need training and coaching on the implementation of Common Core Standards to increase rigor of instruction in literacy classes.

G4.B5.S1 Provide an on-going lesson study on Common Core Standards.

Action Step 1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches Teachers

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Lesson plans indicating the incorporation of Common Core standards into daily instruction.

Facilitator:

Participants:

Administrators Reading Coaches Teachers

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Lesson plans indicating the incorporation of Common Core standards into daily instruction.

Plan to Monitor Effectiveness of G4.B5.S1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

Lesson plans indicating the incorporation of Common Core standards into daily instruction.

G4.B6 Limited evidence of a structured Common Planning

G4.B6.S1 Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning, that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective.

Action Step 1

Create a template to ensure that all components of the common planning framework are in place.

Person or Persons Responsible

Administration Reading Coaches

Target Dates or Schedule

8/19/13

Evidence of Completion

Common planning protocol template

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Create a template to ensure that all components of the common planning framework are in place.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13

Evidence of Completion

Common planning protocol template

Plan to Monitor Effectiveness of G4.B6.S1

Create a template to ensure that all components of the common planning framework are in place.

Person or Persons Responsible

Administrators Reading Coaches

Target Dates or Schedule

8/19/13

Evidence of Completion

Common planning protocol template

G5. Increase the amount of students taking industry certification exams.

G5.B1 Ineffective explicit instruction.

G5.B1.S1 Provide coaching cycles and professional development in explicit instruction.

Action Step 1

coaching cycles with teachers ascertaining the implementation of integration of core classes.

Person or Persons Responsible

VP

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective explicit instruction in all CTE classes

Facilitator:

Participants:

VP

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

Conducted and supervised meetings regarding common planning sessions that include explicit instruction.

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective explicit instruction.

Plan to Monitor Effectiveness of G5.B1.S1

Increased student engagement during explicit instruction

Person or Persons Responsible

Vice principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student engagement and passing rate on ICE

G5.B2 Identify students early in the year that wiull be eligible for industry certification

G5.B2.S1 Students will be identified in all CTE courses that are eligible for industry certification exams.

Action Step 1

Teachers will identify all students eligible for ICE.

Person or Persons Responsible

Vice principal

Target Dates or Schedule

August 2013- October 2013

Evidence of Completion

Completed list given to administrator over CTE by October 2013

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

Students testing schedule will be monitored to ensure they are on track. A continuous effort is in place to prepare the remaining students to pass the ICE.

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased passing rates on ICE

Plan to Monitor Effectiveness of G5.B2.S1

Through monitoring of passing rates throughout the year

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased passing rates on ICE

G5.B3 Lack of after school and Saturday School opportunities for students to ensure a successful passing rate

G5.B3.S1 Provide after school and Saturday school opportunities for students in CTE courses

Action Step 1

Tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

increased passing rates

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Through attendance at after school tutoring and Saturday school

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

January 2014

Evidence of Completion

increased passing rates on ICE

Plan to Monitor Effectiveness of G5.B3.S1

Through passing rates

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

January 2014

Evidence of Completion

Increased passing rates on all ICE courses.

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

Miami Jackson Senior High ensures students requiring additional remediation are assisted through Saturday Academy's, After-School Tutorial Programs and Summer School. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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 needs 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. Other components that are integrated into the school wide program include an extensive Parental Program; 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

Miami Jackson Senior High 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 such as Saturday Academy, after-school, and summer school by the Title I, Part C, Migrant Education Program.

Title I, Part D

Miami Jackson Senior High receives district 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, and ESOL endorsement

• 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 protocol.

• training on the use of data and accountability talks

Title III

Miami Jackson Senior receives Title III funds to supplement and enhance programs for English Language Learners (ELL) and immigrant students by providing tutorial programs, parent outreach activities, professional developments on how to implement best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, and supplementary instructional materials which include hardware and software for Reading, Literacy Skills, Mathematics, and Science.

Title X- Homeless

Miami Jackson Senior High through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Programs such as the Homeless Children and Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. Training by the Homeless Liaison for registrars on the procedures for enrolling homeless students and for school counselors ensures children are not to be stigmatized or separated, segregated or isolated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Miami Jackson Senior High will receive funding from Supplemental Academic Instruction (SAI) as part of its

Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Miami Jackson Senior high addresses violence and drug prevention services for students through curriculum implemented by classroom teachers, through social worker visits, and the use of our school counselors.

Miami Jackson Senior High's counselors focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Miami Jackson Senior High offers students the opportunity to participate in an anger management group, and in collaboration with the peer mediation program, discuss strategies and programs which promote proactive measures to offset violence.

Miami Jackson Senior High participates with the City of Miami and the Miami Youth Council in promoting safety within the community.

Nutrition Programs

1) Miami Jackson Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

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

Housing Programs

Not Applicable (N/A)

Head Start

Not Applicable (N/A)

Adult Education

High school completion courses are available to all Miami Jackson Senior High students in the evening based on the senior high school recommendation. Courses can also be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

With 92% of twelfth grade students meeting graduation requirements in 2011-2012, Miami Jackson Senior High will collaborate with the Adult Education Program to help increase the graduation rate by 1%.

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 post secondary 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 post secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post secondary degrees.

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

Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Miami Jackson Senior High offers an outstanding, nationally-recognized architectural drafting program, as well as featuring two National Academy Foundation Programs: International Business and Finance and Information Technology. The school houses four career academies which include the Generals (Freshman) Academy, Health and Public Services Academy, Business and Information Technology, and Family and Consumer Services. Each academy allows students to participate in an internship program within their area of interest. The academies also provide students with an array of post education options which include acquiring licenses to attending a variety of colleges and universities in which the district has articulation agreements with.

Through the Race to The Top Grant Miami Jackson is focusing on increasing their student participation in Industry Certification Exams and the enhancement of their Academies across the board, through teacher professional development enhancement of facilities and the infusion of STEM in the curriculum.

Other

Parental

Miami Jackson Senior High involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding

available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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. Use data driven instruction to increase students proficiency in writing across curriculum.

G1.B2 No evidence of implemented strategies that meet English Language Arts Writing requirements of Common Core Standards.

G1.B2.S2 The Literacy Coach over Writing will attend professional developments which focus on the integration of analytical writing strategies and application of writing strategies across the curriculum. The Coach will provide professional development through Common Planning and Coaching Cycles focusing on explicit instruction. Conduct Coaching Cycles focusing on explicit instruction for specific strategies aligned to analytical writing and implement strategic Common Planning sessions with Literacy teachers to prepare them to effectively utilize these strategies.

PD Opportunity 1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Facilitator

Reading Coach

Participants

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Common Core Standards in lesson plans, coaching logs, and student work folders.

G3. Increase the level of content knowledge and ESOL support in Physical Science and Biology classes.

G3.B1 - Physical Science • Weak implementation of CPO program • Content deficiency among teachers

G3.B1.S1 -Teachers will participate in professional development of CPO equipment. -Additional training during summer academy with focus on content knowledge. -Create a mentor program pairing up a master teachers from other ETO schools with Jackson physical science teachers.

PD Opportunity 1

Interim Assessment Data

Facilitator

Participants

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessment Data will show increased proficiency

G3.B2 – Data continues to show that our ELL biology students are struggling.

G3.B2.S1 Create biology classes designated for ELL students: • ESOL 1 and 2 • ESOL 3 and 4 Class set of Spanish-English dictionaries in each classroom. Increased use of technology to support ELL students (e.g. translation pens in classroom)

PD Opportunity 1

Increased proficiency in our ELL population

Facilitator

Participants

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in ELL performance on Interim Assessment Data

G3.B3 -Ineffective implementation of lab notebooks, weakness in student writing and analysis

G3.B3.S1 - Teachers will plan a daily strategy where students learn one section of the lab report at a time in order to build capacity in the writing of each section of the lab report. - Use of lab notebooks for in class analysis and observation writing. Teacher will build student capacity to eventually complete an electronic lab report (especially with honors classes). - Teachers need to be trained on the effective use of the lab notebook during summer teacher academy.

PD Opportunity 1

Lab Notebooks and Lab Reports

Facilitator

Participants

Science Coach AP over science

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will increase capacity to eventually complete an electronic lab report (especially with honors classes).

G4. Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.

G4.B1 Students need increased opportunities for consistent independent reading through the use of Accelerated Reader/STAR.

G4.B1.S1 Implement a Literacy Leadership Team and develop an Independent Reading Plan that is monitored to set goals, incorporate written reflections based on the reading and provides incentives to promote independent reading.

PD Opportunity 1

Consistent administrative monitoring of the independent reading plan, including incentives, through reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders and Literacy Leadership Team meeting agendas and minutes

Facilitator

Participants

Administrators Media Specialist Reading Coaches Curriculum Support Personnel Literacy Leadership Team members

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Reading logs, Media Center schedules, walkthroughs, lesson plans, coaching logs, common planning, student work folders, and Literacy Leadership Team meeting agendas and minutes.

G4.B2 Students are provided with limited opportunities to engage in varying modes of writing such as analytical writing and responding to complex text and different forms of media.

G4.B2.S2 Provide teachers with professional development on infusing varying modes of writing, such as analytical writing and responding to complex text/media, within their respective content areas.

PD Opportunity 1

Conduct professional development on close reading and text dependent questions on complex text.

Facilitator

Reading Coaches Curriculum Support Personnel

Participants

Reading Coaches Curriculum Support Personnel

Target Dates or Schedule

8/19/13 – ongoing

Evidence of Completion

PD agenda, sign-in sheets, lesson plans, coach logs

G4.B4 Teacher/student ownership of data is limited.

G4.B4.S1 Increase the quality and frequency of data-driven conversations with students between key reading assessments so that students can clearly articulate their personal goals, reading strengths and deficiencies.

PD Opportunity 1

Create a revised data chat form that would provide students with information regarding their specific goals, strengths, and weaknesses in FCAT benchmarks and reading deficiencies and analyze differentiated instruction grouping templates.

Facilitator

Reading Coaches

Participants

Administrators Reading Coaches

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Completed data chat forms and student differentiated grouping templates.

G4.B5 Teachers need training and coaching on the implementation of Common Core Standards to increase rigor of instruction in literacy classes.

G4.B5.S1 Provide an on-going lesson study on Common Core Standards.

PD Opportunity 1

Consistently monitor the incorporation of Common Core Standards via lesson plans walkthroughs, coaching logs, common planning and student work folders.

Facilitator

Participants

Administrators Reading Coaches Teachers

Target Dates or Schedule

8/19/13 - ongoing

Evidence of Completion

Lesson plans indicating the incorporation of Common Core standards into daily instruction.

G5. Increase the amount of students taking industry certification exams.

G5.B1 Ineffective explicit instruction.

G5.B1.S1 Provide coaching cycles and professional development in explicit instruction.

PD Opportunity 1

coaching cycles with teachers ascertaining the implementation of integration of core classes.

Facilitator

Participants

VP

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective explicit instruction in all CTE classes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Use data driven instruction to increase students proficiency in writing across curriculum.	$122,481
G4.	Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.	$2,000
	Total	$124,481

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Total
Grant funds	$122,481	$0	$122,481
Title I	$0	$2,000	$2,000
Total	$122,481	$2,000	$124,481

Budget Details

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

G1. Use data driven instruction to increase students proficiency in writing across curriculum.

G1.B3 Promote immediate, targeted interventions and classroom support.

G1.B3.S1 Provide opportunities for After-School tutoring, Saturday School, and Hourly Interventionist. Consistently monitor student progress based on interventions.

Action Step 1

Monitor implementation of interventions following Baseline Assessment data.

Resource Type

Personnel

Resource

Hourly interventionists will be hired to provide tutorial services through push-ins during the school day. Classroom teachers will also be hired hourly to provide tutorial services to targeted students during after school and Saturday school.

Funding Source

Grant funds

Amount Needed

$122,481

G4. Increase the opportunity for independent reading and data ownership for teachers and students across curriculum in order to increase proficiency in reading.

G4.B3 Increasing and maintaining proficiency among students performing at FCAT Levels 3 or higher.

G4.B3.S2 Promote interventions and enrichment specifically targeted for FCAT mastery students who demonstrate regression in their interim and progress monitoring data beginning in October 2013.

Action Step 1

Organize tutorial sessions with appropriate curriculum, instructors,and targeted students.

Resource Type

Evidence-Based Materials

Resource

District recommended intervention materials (Reading Rewards)

Funding Source

Title I

Amount Needed

$2,000